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ABSTRACT

Seven reform programs that were developed to change the quality of public school education in Utah are highlighted in this publication. The history, current status, and future directions of each of the following reform programs are described: the Career Ladder Program; the Incentives for Excellence in Public Schools Program; the Outcome-Based Education Program; the Productivity Project Studies: Instructional Program; the Promoting Excellence and Efficiency in Public Schools Program; the Technology-Instruction Program; and the Year-Round School and Effective Facility Use Program. The bulk of the report consists of brief descriptions of projects funded under each program during 1990-91. (LMI)

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UTAH'S EDUCATIONAL REFORM PROGRAMS

1990-91

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UTAH'S EDUCATIONAL REFORM PROGRAMS

1990-91

UTAH STATE OFFICE OF EDUCATION
PROJECT ASSISTANCE SERVICES SECTION
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SALT LAKE CITY, UTAH 84111

JAY B. TAGGART
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

"The children of the state are the reason for our existence. All other considerations are secondary to their needs. We must ask ourselves before we make any decisions, how will this effect them?"

Jay B. Taggart, Utah State Superintendent of Public Instruction - 1991

Utah's Educational Reform Programs

In November of 1983, the Utah Education Reform Steering Committee issued a report entitled "Education in Utah: A Call to Action." That report stated that Utah would answer the challenges of A Nation At Risk, the landmark 1983 report of the National Commission on Excellence in Education, and would enhance the future of education in Utah. To meet Utah's double challenge of rapid growth and quality enhancement, the report stated that we must 1) increase the allocation of financial resources to education in the state, 2) demand reforms in many aspects of education, and 3) increase the productivity of each dollar committed to education.

The legislature and the education community in Utah has responded to the recommendations issued in "Education in Utah: A Call to Action." Highlighted in this publication are six reform programs that were developed for the purpose of enhancing the quality of education in Utah:

- The Career Ladder Program was developed to attract and retain good teachers and to improve the quality of instruction in the state;
- The Incentives for Excellence in Public Schools Program provides a means to promote a strong partnership between public education and private enterprize for enhancing educational excellence;
- The Outcome-Based Education Program offers opportunities to districts and schools to incorporate the principles and practices of outcome-based education;
- The Productivity Project Studies: Instructional Program provides a means to accomplish educational goals which enhance student achievement, and improve use of fiscal and non-fiscal resources to empower students;
- The Promoting Excellence and Efficiency in Public School (PEEPS) Program promotes excellence and efficiency in the public schools through cooperative planning, or evaluation of reform programs;
- The Technology-Instruction Program provides funding for technology and new delivery systems for instructional management, curriculum support, and teacher-student-parent feedback systems;
- The Year-Round School and Effective Facility Use Program is an incentive program for schools to plan, develop and improve alternative scheduling options;

This publication offers the history, current status, and future directions of each of these seven reform programs. Also included are abstracts of reform projects funded under these six programs during 1990-91.

Bruce Griffin, Associate Superintendent
Strategic Instructional Services Division
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CAREER LADDER PROGRAM

"The single greatest enhancement to our district from Career Ladder has been the use of the dollars for curriculum development."

Dr. Luana Searle, Assistant Superintendent
Alpine School District - 1990

THE CAREER LADDER PROGRAM

THE PAST

In 1983 the Utah State Legislature, with support from the State Office of Education, adopted a statewide teacher Career Ladder system. The purpose of the legislation was twofold: to attract and retain good teachers and to improve the quality of schools in Utah. Strategies considered essential for school reform were 1) greater financial and career incentives to keep good teachers in the classroom, 2) more and better teacher evaluations to improve the quality of teaching, and 3) better use of teacher talents outside the classroom.

Funding History:

- 1984-85 $15,258,937
- 1985-86 $31,169,030
- 1986-87 $34,332,300

Funding for the Career Ladder Program has remained at $34,332,300 since 1986. As teachers in districts receive step and lane changes, hone teaching skills and move up the ladder, the costs of the program continue to rise.

During 1989 districts were encouraged to apply for multi-year approval of Career Ladder Plans. There are currently sixteen (16) areas whose long range planning has warranted multi-year approval from the Utah State Board of Education. They are:

Alpine	Duchesne	Emery	Grand	Granite	Iron
Juab	Kane	Murray	Nebo	N. Summit	
N. Sanpete	San Juan	Sevier	Sevier ATC	Tintic	

THE PRESENT

The Career Ladder program remains structured into five component areas with state guidelines for each:

- Performance Bonus
- Career Ladder Levels
- Job Enlargement (extra pay for extra work)
- Extended Contract Year (available to all teachers)
- Incentive Funding for Teacher Shortage Areas

A separate plan is developed by each of the forty (40) districts, five (5) Applied Technology Centers and the Utah Schools for the Deaf and Blind within the state of Utah. The collaborative effort in each agency creates unique and

original designs. The plans are developed by teachers, administrators, parents, school board members and others, with a review process by the Utah State Office of Education ensuring adherence to State Board of Education Rules.

The Utah Career Ladder system continues to be refined yearly as school districts, Applied Technology Centers, and the Utah Schools for the Deaf and Blind evaluate the components and their effectiveness in achieving school reformation and teacher improvement.

THE FUTURE

The Career Ladder system continues to generate reform within the education system. A statewide borrowing system of best practices will be instituted. Also, efforts to provide adequate and ensured full funding will continue for the purpose of ensuring stability to the Career Ladder program.

The following issues relating to the Career Ladder program will be addressed in the future:

- To provide clear, unambiguous, and consistently applied regulations.
- To stabilize the Career Ladder system through multi-year legislation and funding.
- To reach the intended full funding level at $54,000,000.
- To initiate a statewide best practices inter-district borrowing system to identify and encourage use of effective policies and practices.

For further information regarding the Utah Career Ladder program contact:

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1990-91 CAREER LADDER PROGRAM

ABSTRACTS SUMMARY

Following are abstract summaries of the Career Ladder plans that were funded during FY 90-91.

ALPINE SCHOOL DISTRICT — 3 YEAR APPROVAL

THE ALPINE SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN INFORMATION IS BASED ON THEIR 3-YEAR APPROVAL OF 1989-90. THIS IS THE SECOND YEAR OF THIS 3-YEAR APPROVAL.

The Alpine School District's 1989-90 Career Ladder Plan has the following four levels: Level I, Certificate; Level II, Basic Professional; Level III, Professional; and Level IV, Professional; with 37.5% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 6 years, and receive a $1,500 stipend. The Performance Bonus element of the Alpine plan involves 79% of the educators receiving an average award of $250. This feature of its plan utilizes 18.2% of the total allocation. The Extended Day feature of the plan provides 5.5 days to all 1,463 educators in the district, using 35% of the Career Ladder allotment. The Alpine plan also provides 1,163 Job Enlargement opportunities using 9.3% of the allocation for an estimated 1,163 teachers. The Alpine District uses the SET instrument as the primary tool for Teacher Evaluation.

BEAVER SCHOOL DISTRICT — 1 YEAR APPROVAL

The Beaver School District's 1990-91 Career Ladder Plan has the following five levels: Level I, Level II, Level III, Level IV, and Level V; with 64% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 20 years, and receive a $1,000 stipend. The Performance Bonus element of the Beaver plan involves 34% of the educators receiving an average award of $1,090. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5 days to all 66 educators in the district, using 36% of the Career Ladder allotment. The Beaver plan also provides 19 Job Enlargement opportunities using 26% of the allocation for an estimated 64 teachers. The Beaver District uses a local instrument as the primary tool for Teacher Evaluation.

BOX ELDER SCHOOL DISTRICT — 1 YEAR APPROVAL

The Box Elder School District's 1990-91 Career Ladder Plan has the following three levels: Level I, Level II, and Level III; with 13% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years, and receive a $500 stipend. The Performance Bonus element of the Box Elder plan involves approximately 25% of the educators receiving an average award of $1,000. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 7 days to all

BRIDGERLAND ATC — 3 YEAR APPROVAL

THE BRIDGERLAND APPLIED TECHNOLOGY CENTER 1990-91 CAREER LADDER PLAN INFORMATION IS BASED ON THEIR 3-YEAR APPROVAL OF 1989-90. THIS IS THE SECOND YEAR OF THIS 3-YEAR APPROVAL.

The Bridgerland Applied Technology Center (BATC) 1989-90 Career Ladder Plan has the following five levels: Level I, Level II, Level III, Level IV, and Level V; with 37% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $1,200 stipend. The Performance Bonus element of the BATC plan involves 76% of the educators receiving an average award of $300-1,500. This feature of its plan utilizes 25% of the total allocation. The Extended Day feature does not apply to this plan. The BATC plan also provides 22 Job Enlargement opportunities using 38% of the allocation for an estimated 20 teachers. The BATC uses a local instrument as the primary tool for Teacher Evaluation.

CACHE SCHOOL DISTRICT — *BLOCK GRANT DISTRICT*

ALL INFORMATION IS BASED ON THE 1988-89 CAREER LADDER PLAN WHICH WAS IN EFFECT WHEN CACHE SCHOOL DISTRICT OBTAINED BLOCK GRANT STATUS IN 1989-90.

The Cache School District's 1988-89 Career Ladder Plan has the following five levels: Career 0, Career I, Career II, Career III, and Career IV; with 23.7% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 9 years, and receive a $848 stipend. The Performance Bonus element of the Cache plan involves 87% of the educators receiving an average award of $350. This feature of its plan utilizes 19.9% of the total allocation. The Extended Day feature of the plan provides 6.5 days to all 498 educators in the district, using 50% of the Career Ladder allotment. The Cache plan also provides 99 Job Enlargement opportunities using 9.9% of the allocation for an estimated 498 teachers. The Cache District uses a local instrument as the primary tool for Teacher Evaluation.

CARBON SCHOOL DISTRICT — BLOCK GRANT DISTRICT

ALL INFORMATION IS BASED ON THE 1988-89 CAREER LADDER PLAN WHICH WAS IN EFFECT WHEN CARBON DISTRICT OBTAINED BLOCK GRANT STATUS IN 1989-90.

The Carbon School District's 1988-89 Career Ladder Plan has the following five levels: Level I, Level II, Level III, Level IV, and Level V; with 18% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years, and receive a $600 stipend. The Performance Bonus element of the Carbon plan involves 60% of the educators receiving an average award of $100-700. This feature of its plan utilizes 12% of the total allocation. The Extended Day feature of the plan provides 8 days to all 256 educators in the district, using 50% of the Career Ladder allotment. The Carbon plan also provides 50 Job Enlargement opportunities using 20% of the allocation for an estimated 50 teachers. The Carbon District uses the CITC +McCarney instrument as the primary tool for Teacher Evaluation.

DAGGETT SCHOOL DISTRICT — 1 YEAR APPROVAL

The Daggett School District's 1990-91 Career Ladder Plan has the following 4 levels: Provisional I Educator, Career I Educator, Career II Educator, and Career III Educator; with 33% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 6 years, and receive a $1,200 stipend. The Performance Bonus element of the Daggett plan involves 29% of the educators receiving an average award of $750. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 7 days to all 14 educators in the district, using 31% of the Career Ladder allotment. The Daggett plan also provides 4 Job Enlargement opportunities using 18.9% of the allocation for an estimated 4 teachers. The Daggett District uses the SET instrument as the primary tool for Teacher Evaluation.

DAVIS SCHOOL DISTRICT — 3 YEAR APPROVAL

THE DAVIS SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN WAS GRANTED 3-YEAR APPROVAL. THIS IS THE FIRST YEAR OF THEIR 3-YEAR APPROVAL.

The Davis School District's 1990-91 Career Ladder Plan has the following four levels: Level I, Level II, Level III, and Level IV; with 19% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 7 years, and receive a $390 stipend. The Performance Bonus element of the Davis plan involves an average award of $600. This feature of

its plan utilizes 24% of the total allocation. The Extended Day feature of the plan provides 6.5 days to all 2,250 educators in the district, using 45% of the Career Ladder allotment. The Davis plan also provides Job Enlargement opportunities using 12% of the allocation for an estimated 1.714 teachers. The Davis District uses a local instrument as the primary tool for Teacher Evaluation.

DAVIS APPLIED TECHNOLOGY CENTER — 1 YEAR APPROVAL

The Davis Applied Technology Center (DATC) 1990-91 Career Ladder Plan has the following four levels: Provisional Teacher, Basic Professional, Career Professional, and Master Career Professional; with 19% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $700 stipend. The Performance Bonus element of the DATC plan involves 100% of the educators receiving an average award of $500-$1,200. This feature of its plan utilizes 33.% of the total allocation. The Extended Day feature of the plan provides 5 days to all 34 educators, using 38% of the Career Ladder allotment. The DATC plan also provides Job Enlargement opportunities using 10% of the allocation for an estimated 34 teachers. The DATC uses a local instrument as the primary tool for Teacher Evaluation.

DUCHESNE SCHOOL DISTRICT — 3 YEAR APPROVAL

THE DUCHESNE SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN INFORMATION IS BASED ON THEIR 3-YEAR APPROVAL OF 1989-90. THIS IS THE SECOND YEAR OF THEIR 3-YEAR APPROVAL.

The Duchesne School District's 1989-90 Career Ladder Plan has the following five levels: Level 1, Level 2, Level 3, Level 4, and Level 5; with 15.4% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years, and receive a $ 327 stipend. The Performance Bonus element of the Duchesne plan involves 39% of the educators receiving an average award of $1000. This feature of its plan utilizes 18.9% of the total allocation. The Extended Day feature of the plan provides 6 days to all 203 educators in the district, using 40.2% of the Career Ladder allotment. The Duchesne plan also provides 203 Job Enlargement opportunities using 25.5% of the allocation for an estimated 183 teachers. The Duchesne District uses the DITC instrument as the primary tool for Teacher Evaluation.

EMERY SCHOOL DISTRICT — 3 YEAR APPROVAL

THE EMERY SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN INFORMATION IS BASED ON THEIR 3-YEAR APPROVAL OF 1989-90. THIS IS THE SECOND YEAR OF THEIR 3-YEAR APPROVAL.

The Emery School District's 1989-90 Career Ladder Plan has the following five levels: Level 1, Level 2, Level 3, Level 4, and Level 5; with 45% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years, and receive a $1,402 stipend. The Performance Bonus element of the Emery plan involves 60% of the educators receiving an average award of $400. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 7.5 days to all 163 educators in the district, using 45% of the Career Ladder allotment. The Emery Job Enlargement component will be folded into the Vertical Dimension Levels of the plan affecting an estimated 20 teachers. The Emery District uses the EITC instrument as the primary tool for Teacher Evaluation.

GARFIELD SCHOOL DISTRICT — 1 YEAR APPROVAL

The Garfield School District's 1990-91 Career Ladder Plan has the following five levels: Level A, Level B, Level C, Level D, and Level E; with 30% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 9 years, and receive a $1,020 stipend. The Performance Bonus element of the Garfield plan involves 51% of the educators receiving an average award of $370. This feature of its plan utilizes 15% of the total allocation. The Extended Day feature of the plan provides 5 days to all 58 educators in the district, using 25% of the Career Ladder allotment. The Garfield plan also provides 12 categories of Job Enlargement opportunities using 30% of the allocation for an estimated 58 teachers. The Garfield District uses the SET instrument as the primary tool for Teacher Evaluation.

GRAND SCHOOL DISTRICT — *BLOCK GRANT DISTRICT*

ALL INFORMATION IS BASED ON THE 1989-90 CAREER LADDER PLAN WHICH WAS IN EFFECT WHEN GRAND SCHOOL DISTRICT OBTAINED BLOCK GRANT STATUS.

The Grand School District's 1989-90 Career Ladder Plan has the following four levels: Level I, Level II, Level III, and Level IV; with 28.7% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years, and receive a $730.08 stipend. The Performance Bonus element of the Grand plan involves 68% of the educators receiving an average

award of $865. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5 days to all 70 educators in the district, using 47.5% of the Career Ladder allotment. The Grand plan provides Job Enlargement opportunities by allocation to each school based on the number of educators at that building; using 13.8% of the allocation for an estimated 30 teachers. The Grand District uses a Local instrument as the primary tool for Teacher Evaluation.

GRANITE SCHOOL DISTRICT — 3 YEAR APPROVAL

THE GRANITE SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN INFORMATION IS BASED ON THEIR 3-YEAR APPROVAL OF 1989-90. THIS IS THE SECOND YEAR OF THEIR 3-YEAR APPROVAL.

The Granite School District's 1989-90 Career Ladder Plan has the following six levels: Level 1, Level 2, Level 3, Level 4, Level 5, and Level 6; with -0-% for Career Ladder allocation committed to ladder step stipends. Certain levels on the ladder determine job enlargement opportunities. A teacher may reach the top level in 6 years. The Performance Bonus element of the Granite plan involves 35% of the educators receiving an average award of $200-$1,000. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 6.5 days to all 3,500 educators in the district, using 46% of the Career Ladder allotment. The Granite Job Enlargement component is folded into the career ladder levels; using 44% of the allocation for an estimated 3,500 teachers. The Granite District uses the AIM instrument as the primary tool for Teacher Evaluation.

IRON SCHOOL DISTRICT — 3 YEAR APPROVAL

THE IRON SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN INFORMATION IS BASED ON THEIR 3-YEAR APPROVAL OF 1989-90. THIS IS THE SECOND YEAR OF THEIR 3-YEAR APPROVAL.

The Iron School District's 1989-90 Career Ladder Plan has the following four levels: Teacher, Professional Teacher, School Leader, and Mentor/Coach; with 53% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $2,000 stipend. The Performance Bonus element of the Iron plan involves 60% of the educators receiving an average award of $225. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5 days to all 223 educators in the district, using 31% of the Career Ladder allotment. The Iron plan also provides approximately 53 Job Enlargement opportunities using 6% of the allocation for an estimated 53 teachers. The Iron District uses the SET instrument as the primary tool for Teacher Evaluation.

JORDAN SCHOOL DISTRICT — 1 YEAR APPROVAL

The Jordan School District's 1990-91 Career Ladder Plan has the following five levels: Level I, Level II, Level III, Level IV, and Level V; with 49% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 9 years. The Performance Bonus element of the Jordan plan involves 90% of the educators receiving an average award of $440. This feature of its plan utilizes 27% of the total allocation. The Extended Day feature of the plan provides 43 days to all 2,881 educators in the district, using 24% of the Career Ladder allotment. The Jordan plan also provides approximately 22 approved menu items, (each with a specific number of points attached) Job Enlargement opportunities using 10% of the allocation for an estimated 2,881 teachers. The Job Enlargement, or Extra Work activities come from the career ladder menu. The Jordan District uses the JITC/student progress instrument as the primary tool for Teacher Evaluation.

JUAB SCHOOL DISTRICT — 2 YEAR APPROVAL

THE JUAB SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN WAS GRANTED 2-YEAR APPROVAL. THIS IS THE FIRST YEAR OF THEIR 2-YEAR APPROVAL.

The Juab School District's 1990-91 Career Ladder Plan has the following four levels: Level A, Level B, Level C, and Level D; with 41% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years and receive a $ 0 - $1,600 stipend. The Performance Bonus element of the Juab plan involves 52% of the educators receiving an average award of $330. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 6.5 days to all 65 educators in the district, using 41% of the Career Ladder allotment. The Juab plan also provides Job Enlargement opportunities using 8% of the allocation for an estimated 33 teachers. The Juab District uses the Logan instrument as the primary tool for Teacher Evaluation.

KANE SCHOOL DISTRICT — 3 YEAR APPROVAL

THE KANE SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN WAS GRANTED 3-YEAR APPROVAL. THIS IS THE FIRST YEAR OF THEIR 3-YEAR APPROVAL.

The Kane School District's 1990-91 Career Ladder Plan has the following four levels: Certified Teacher, Associate Teacher, Senior Teacher; and Master Teacher; with 51.3% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years. The Performance

Bonus element of the Kane plan involves 10.9% of the educators receiving an average award of $300. This feature of its plan utilizes 17.5% of the total allocation. The Extended Day feature of the plan provides 3 days to all 74 educators in the district, using 16.1% of the Career Ladder allotment. The Kane plan Job Enlargement component is folded into the career ladder. The Kane District uses a local instrument as the primary tool for Teacher Evaluation.

LOGAN SCHOOL DISTRICT — BLOCK GRANT DISTRICT

ALL INFORMATION IS BASED ON THEIR 1989-90 CAREER LADDER PLAN. LOGAN SCHOOL DISTRICT OBTAINED BLOCK GRANT STATUS IN 1990-91.

The Logan School District's 1989-90 Career Ladder Plan has the following four levels: Beginning Professional, Professional, Senior Professional, and Teacher Leader; with -0-% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years. The Performance Bonus element of the Logan plan involves 69% of the educators receiving an average award of $1,035. This feature of its plan utilizes 47% of the total allocation. The Extended Day feature of the plan provides 5 days to all 244 educators in the district, using 33% of the Career Ladder allotment. The Logan plan also provides Job Enlargement opportunities using 20% of the allocation for an estimated 100 teachers. The Job Enlargement component is folded into the ladder levels. The Senior Professional and Teacher Leader educators are eligible to apply for various job enlargement opportunities. The Logan District uses a local instrument as the primary tool for Teacher Evaluation.

MILLARD SCHOOL DISTRICT — 3 YEAR APPROVAL

THE MILLARD SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN WAS GRANTED 3-YEAR APPROVAL. THIS IS THE FIRST YEAR OF THEIR 3-YEAR APPROVAL.

The Millard School District's 1990-91 Career Ladder Plan has the following four levels: Provisional Teacher, Career Teacher, Professional Teacher, and Instructional Leader; with 20% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 3 years and receive a $700 stipend. The Performance Bonus element of the Millard plan involves 85% of the educators receiving an average award of $75 - $150. This feature of its plan utilizes 20% of the total allocation. The Extended Day feature of the plan provides 6 days to all 170 educators in the district, using 42% of the Career Ladder allotment. The Millard plan also provides 214 Job Enlargement opportunities using 18% of the allocation for an estimated 170 teachers. These funds are distributed using a block grant method. The Millard District uses the AIM instrument as the primary tool for Teacher Evaluation.

MORGAN SCHOOL DISTRICT — 1 YEAR APPROVAL

The Morgan School District's 1990-91 Career Ladder Plan has the following four levels: Level 1, Level 2, Level 3, and Level 4; with 11% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 8 years. The Performance Bonus element of the Morgan plan involves 67% of the educators receiving an average award of $200 - $1500. This feature of its plan utilizes 16% of the total allocation. The Extended Day feature of the plan provides 7 days to all 76 educators in the district, using 50% of the Career Ladder allotment. The Morgan plan also provides 76 Job Enlargement opportunities using 23% of the allocation for an estimated 50 teachers. The Morgan District uses a Local instrument as the primary tool for Teacher Evaluation.

MURRAY SCHOOL DISTRICT — *BLOCK GRANT DISTRICT*

ALL INFORMATION IS BASED ON THE 1989-90 CAREER LADDER PLAN WHICH WAS IN EFFECT WHEN MURRAY SCHOOL DISTRICT OBTAINED BLOCK GRANT STATUS IN 1990-91.

The Murray School District's 1989-90 Career Ladder Plan has the following five levels: Provisional Teacher, Professional Teacher, Career Ladder A, Career Ladder B, and Career Ladder C; with 20% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 7 years. The Performance Bonus element of the Murray plan involves 54% of the educators receiving an average award of $994. This feature of its plan utilizes 30% of the total allocation. The Extended Day feature of the plan provides 6.5 days to all 275 educators in the district, using 50% of the Career Ladder allotment. The Murray plan Job Enlargement component is folded into the vertical dimension levels A, B, and C; using 20% of the allocation for an estimated 85 teachers. The Murray District uses the AIM instrument as the primary tool for Teacher Evaluation.

NEBO SCHOOL DISTRICT — 3 YEAR APPROVAL

THE NEBO SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN WAS GRANTED 3-YEAR APPROVAL. THIS IS THE FIRST YEAR OF THEIR 3-YEAR APPROVAL.

The Nebo School District's 1990-91 Career Ladder Plan has the following four levels: Qualifying Educator I, Career Educator II, Associate Educator III, and Senior Educator IV; with 30% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the Associate level in 4+ years and receive a $900 stipend. The Performance Bonus element of the Nebo plan involves 66% of the educators receiving an average award of $200-$1,500.

This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 7.5 days to all 703 educators in the district, using 47% of the Career Ladder allotment. The Nebo plan also provides 460 Job Enlargement opportunities using 13% of the allocation for an estimated 438 teachers. The Nebo District uses the SET instrument as the primary tool for Teacher Evaluation.

NORTH SANPETE SCHOOL DISTRICT — 3 YEAR APPROVAL

THE NORTH SANPETE SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN INFORMATION IS BASED ON THEIR 3-YEAR APPROVAL OF 1989-90. THIS IS THE SECOND YEAR OF THEIR 3-YEAR APPROVAL.

The North Sanpete School District's 1989-90 Career Ladder Plan has the following Three levels: Level I-Classroom Teachers, Level II-Basic Professional Teacher, and Level III-Professional Teacher; with -0-% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the Professional Teacher level in 3 years. Positions on the ladder allow teacher to apply for job enlargement opportunities. The Performance Bonus element of the North Sanpete plan involves 62% of the educators receiving an average award of $300 This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 10.5 days to all 90 educators in the district, using 50% of the Career Ladder allotment. The North Sanpete plan also provides 45 Job Enlargement opportunities using 40% of the allocation for an estimated 90 teachers. Teachers on career ladder Levels II and III are eligible for job enlargement opportunities. The North Sanpete District uses the ITC instrument as the primary tool for Teacher Evaluation.

NORTH SUMMIT SCHOOL DISTRICT — 3 YEAR APPROVAL

THE NORTH SUMMIT SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN WAS GRANTED 3-YEAR APPROVAL. THIS IS THE FIRST YEAR OF THEIR 3-YEAR APPROVAL.

The North Summit School District's 1990-91 Career Ladder Plan has the following four levels: Level I, Level II, Level III, Level IV; with 29.5% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the Professional Teacher level in 7 years and receive a $700 stipend. The Performance Bonus element of the North Summit plan involves 50% of the educators receiving an average award of $420. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 6 days to all 43 educators in the district, using 50% of the Career Ladder allotment. The North Summit plan also provides 12 Job Enlargement opportunities using 10.5% of the allocation for an estimated 12 teachers. The North Summit District uses a local instrument as the primary tool for Teacher Evaluation.

OGDEN SCHOOL DISTRICT — 1 YEAR APPROVAL

The Ogden School District's 1990-91 Career Ladder Plan has the following four levels: Level I-Basic Professional, Level II-Professional Teacher, Level III-Master Teacher, and Level IV-Instructional Leader; with 13.31% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the Level IV in 8 years and receive a $500 stipend. The Performance Bonus element of the Ogden plan involves 93% of the educators receiving an average award ranging from $700 to $900. This feature of the plan utilizes 24.24% of the total allocation. The Extended Day feature of the plan provides 6 days to all 610 educators in the district, using 49.22% of the Career Ladder allotment. The Ogden plan also provides 400 Job Enlargement opportunities using 13.22% of the allocation for an estimated 569 teachers. The Ogden District uses the ITC instrument as the primary tool for Teacher Evaluation.

OGDEN/WEBER ATC — 1 YEAR APPROVAL

The Ogden/Weber Area Technology Center (O/WATC) 1990-91 Career Ladder Plan has two ladders 1) Instructor and 2) Counselor with the following four levels in each ladder: Instructor/Counselor I, Instructor/Counselor II, Senior Instructor/Counselor, and Leader Instructor/Counselor; with 55% of the total Career Ladder allocation committed to ladder step stipends. Teacher and counselor at the top level receive a $2,400 stipend. The Performance Bonus element of the O/WATC plan involves the top 30% of the educators and they divide 22% of the Career Ladder allocation. The Extended Day feature of the plan provides 3 days to all 34 educators, using 21% of the Career Ladder allotment. The O/WATC plan also provides 5 categories of Job Enlargement opportunities using 2% of the allocation for an estimated 6 teachers/counselors. The O/WATC uses a local instrument as the primary tool for Teacher Evaluation.

PARK CITY SCHOOL DISTRICT — *BLOCK GRANT DISTRICT*

ALL INFORMATION IS BASED ON THE 1988-89 CAREER LADDER PLAN WHICH WAS IN EFFECT WHEN PARK CITY SCHOOL DISTRICT BECAME A BLOCK GRANT DISTRICT IN 1989-90.

The Park City School District's 1988-89 Career Ladder Plan has the following seven levels: Step 1, Step 2, Step 3, Step 4, Step 5, Step 6 and Step 7; with 62% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach Step 5 level in 6 years, and receive a $1,334 stipend. Steps 6 and 7 contingent on future funding. The Performance Bonus element of the Park City plan involves 65% of the educators receiving an average award of $230. This feature of its plan utilizes 10% of the total allocation. The Extended

Day feature of the plan provides 2 days to all 91 educators in the district, using 15% of the Career Ladder allotment. The Park City plan also provides 38 Job Enlargement opportunities using 11% of the allocation for an estimated 91 teachers. The Park City District uses a local instrument as the primary tool for Teacher Evaluation.

PIUTE SCHOOL DISTRICT — 1 YEAR APPROVAL

The Piute School District's 1990-91 Career Ladder Plan has the following four levels: Level 1, Level 2, Level 3, and Level 4; with 32% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years and receive a $725 stipend. The Performance Bonus element of the Piute plan involves 65% of the educators receiving an average award of $256. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 6 days to all 22 educators in the district, using 34% of the Career Ladder allotment. The Piute plan also provides 17 Job Enlargement opportunities using 24% of the allocation for an estimated 12 teachers. The Piute District uses the ITC instrument as the primary tool for Teacher Evaluation.

PROVO SCHOOL DISTRICT — BLOCK GRANT DISTRICT

ALL INFORMATION IS BASED ON THE 1989-90 CAREER LADDER PLAN WHICH WAS IN EFFECT WHEN PROVO SCHOOL DISTRICT OBTAINED BLOCK GRANT STATUS IN 1990-91.

The Provo School District's 1989-90 Career Ladder Plan has the following four levels: Professional Teacher, Teacher Specialist, Curriculum Development Grade Level Leader/Cluster Leader, and Teacher Leader; with 56.6% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years and receive a $4,068.98 stipend. The Performance Bonus element of the Provo plan involves 90% of the educators receiving an average award of $450. This feature of its plan utilizes 10.7% of the total allocation. The Extended Day feature of the plan provides 10 days to all 602 educators in the district, using 32.7% of the Career Ladder allotment. The Provo plan also provides 307 Job Enlargement opportunities for those on the top 3 levels of the ladder. The Provo District uses a local instrument as the primary tool for Teacher Evaluation.

RICH SCHOOL DISTRICT — 1 YEAR APPROVAL

The Rich School District's 1990-91 Career Ladder Plan has the following four levels: Level 1, Level 2, Level 3, and Level 4; with 51% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 10 years and receive a 2 shares stipend. The Performance Bonus element of the Provo plan involves 50% of the educators receiving an average award of $230. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 4 days to all 32 educators in the district, using 28.4% of the Career Ladder allotment. The Rich plan also provides 23 Job Enlargement opportunities using 14% of the allocation for an estimated 28 teachers. The Rich District uses the AIM instrument as the primary tool for Teacher Evaluation.

S. L. C. SCHOOL DISTRICT — BLOCK GRANT DISTRICT

ALL INFORMATION IS BASED ON THE 1988-89 CAREER LADDER PLAN WHICH WAS IN EFFECT WHEN SALT LAKE CITY SCHOOL DISTRICT OBTAINED BLOCK GRANT STATUS IN 1989-90.

The Salt Lake City School District's 1988-89 Career Ladder Plan has the following seven levels: Level 1-Provisional Teachers, Level 2-Career Educator, Level 3-Teacher Specialist, and Level 4-Teacher Leader; with 46% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years, and receive a $4,360 stipend. The Performance Bonus element of the Salt Lake City plan involves 35% of the educators receiving an average award of $600. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 6 days to all 1250 educators in the district, using 43% of the Career Ladder allotment. The Salt Lake City plan also provides Job Enlargement opportunities using .02% of the allocation for an estimated 110 teachers. The Salt Lake City District uses a local instrument as the primary tool for Teacher Evaluation.

SAN JUAN SCHOOL DISTRICT — 3 YEAR APPROVAL

THE SAN JUAN SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN WAS GRANTED 3-YEAR APPROVAL. THIS IS THE FIRST YEAR OF THEIR 3-YEAR APPROVAL.

The San Juan School District's 1990-91 Career Ladder Plan has the following three levels: Basic Professional, Professional Teacher, and Master Teacher; with 20% of the total Career Ladder allocation committed to ladder step

stipends. A teacher may reach the top level in 5 years and receive a $400-700 stipend. The Performance Bonus element of the San Juan plan involves 45% of the educators receiving an average award of $250-900. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5 days to all 200 educators in the district, using 50% of the Career Ladder allotment. The San Juan plan also provides Job Enlargement opportunities using 20% of the allocation for an estimated 108 teachers. The San Juan District uses the ITC instrument as the primary tool for Teacher Evaluation.

SEVIER SCHOOL DISTRICT 3 YEAR APPROVAL

THE SEVIER SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN INFORMATION IS BASED ON THEIR 3-YEAR APPROVAL OF 1989-90. THIS IS THE SECOND YEAR OF THEIR 3-YEAR APPROVAL.

The Sevier School District's 1989-90 Career Ladder Plan has the following six levels: Level I, Level II, Level III, Level IV, Level V, and Level VI; with 23% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach Level V in 9 years and receive a $675 stipend. Level VI is contingent on increase in funding. The Performance Bonus element of the Sevier plan involves 25% of the educators receiving an average award of $700-900. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 6 days to all 199 educators in the district, using 44% of the Career Ladder allotment. The Sevier plan also provides Job Enlargement opportunities using 23% of the allocation for an estimated 78 teachers. The Sevier District uses the ITC instrument as the primary tool for Teacher Evaluation.

SEVIER VALLEY APPLIED TECH. CENTER 3 YEAR APPROVAL

THE SEVIER VALLEY APPLIED TECHNOLOGY CENTER 1990-91 CAREER LADDER PLAN INFORMATION IS BASED ON THEIR 3-YEAR APPROVAL OF 1989-90. THIS IS THE SECOND YEAR OF THEIR 3-YEAR APPROVAL.

The Sevier Valley Applied Technology Center (SVATC) 1989-90 Career Ladder Plan has the following six levels: Level I, Level II, Level III, Level IV, Level V, and Level VI; with 40% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 20 years and receive a $1,254 stipend. The Performance Bonus element of the SVATC plan involves 100% of the educators receiving an average award of $555. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 2 days to all 24 educators, using 9.1% of the Career Ladder allotment. The SVATC plan also provides Job Enlargement opportunities using 40.9% of the allocation for an estimated 24 teachers. The SVATC uses a local instrument as the primary tool for Teacher Evaluation.

SOUTH SANPETE SCHOOL DISTRICT — 1 YEAR APPROVAL

The South Sanpete School District's 1990-91 Career Ladder Plan has the following three levels: Level I-Professional, Level II-Specialist, and Level III-Leader; with 35% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $2,850 stipend. The Performance Bonus element of the South Sanpete plan involves 50% of the educators receiving an average award of $550. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 8 days to all 109 educators in the district, using 47% of the Career Ladder allotment. The South Sanpete plan also provides 12 Job Enlargement opportunities using 3% of the allocation for an estimated 62 teachers. The South Sanpete District uses the SET instrument as the primary tool for Teacher Evaluation.

SOUTH SUMMIT SCHOOL DISTRICT — 1 YEAR APPROVAL

The South Summit School District's 1990-91 Career Ladder Plan has the following four levels: Provisional Teacher, Professional Teacher, Senior Teacher, and Master Teacher; with 41.32% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $1,126 stipend. The Performance Bonus element of the South Summit plan involves 80% of the educators receiving an average award of $270. This feature of its plan utilizes 22.39% of the total allocation. The Extended Day feature of the plan provides 4 days to all 54 educators in the district, using 24.5% of the Career Ladder allotment. The South Summit plan also provides Job Enlargement opportunities using 9.81% of the allocation for an estimated 4 teachers. The South Summit District uses the ITC instrument as the primary tool for Teacher Evaluation.

TINTIC SCHOOL DISTRICT — 3 YEAR APPROVAL

THE TINTIC SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN INFORMATION IS BASED ON THEIR 3-YEAR APPROVAL OF 1989-90. THIS IS THE SECOND YEAR OF THEIR 3-YEAR APPROVAL.

The Tintic School District's 1989-90 Career Ladder Plan has the following four levels: Level 1, Level 2, Level 3, and Level 4; with 27% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 9 years and receive a $575 stipend. The Performance Bonus element of the Tintic plan involves 53% of the educators receiving an average award of $320. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5 days to all 15 educators in the district, using 43% of the Career Ladder allotment. The Tintic plan also provides Job Enlargement opportunities using 20% of the allocation for an estimated 3 teachers. The Tintic District uses the ITC instrument as the primary tool for Teacher Evaluation.

TOOELE SCHOOL DISTRICT — BLOCK GRANT DISTRICT

ALL INFORMATION IS BASED ON THEIR 1988-89 CAREER LADDER PLAN WHICH WAS IN EFFECT WHEN TOOELE SCHOOL DISTRICT OBTAINED BLOCK GRANT STATUS IN 1989-90.

The Tooele School District's 1988-89 Career Ladder Plan has the following five levels: Level I, Level II, Level III, Level IV, and Level V; with 15.6% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 19 years, and receive a $850 stipend. The Performance Bonus element of the Tooele plan involves 85% of the educators receiving an average award of $316. This feature of its plan utilizes 15.6% of the total allocation. The Extended Day feature of the plan provides 7 days to all 350 educators in the district, using 44.3% of the Career Ladder allotment. The Tooele plan also provides 115 Job Enlargement opportunities using 24.4% of the allocation for an estimated 115 teachers. The Tooele District uses the SET instrument as the primary tool for Teacher Evaluation.

UINTAH SCHOOL DISTRICT — BLOCK GRANT DISTRICT

ALL INFORMATION IS BASED ON THE 1989-90 CAREER LADDER PLAN WHICH WAS IN EFFECT WHEN UINTAH SCHOOL DISTRICT OBTAINED BLOCK GRANT STATUS IN 1990-91.

The Uintah School District's 1989-90 Career Ladder Plan has the following five levels: Step I, Step II, Step III, Step IV, and Step V; with 32% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $700 stipend. The Performance Bonus element of the Uintah plan involves 68% of the educators receiving an average award of $500. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5.5 days to all 290 educators in the district, using 30% of the Career Ladder allotment. The Uintah plan also provides 290 Job Enlargement opportunities using 28% of the allocation for an estimated 170 teachers. The Uintah District uses the SET instrument as the primary tool for Teacher Evaluation.

UINTAH BASIN APPLIED TECH. CENTER — 3 YEAR APPROVAL

THE UINTAH BASIN APPLIED TECHNOLOGY CENTER'S 1990-91 CAREER LADDER PLAN WAS GRANTED 3-YEAR APPROVAL. THIS IS THE FIRST YEAR OF THEIR 3-YEAR APPROVAL.

The Uintah Basic Applied Technology Center (UBATC) 1990-91 Career Ladder Plan has the following Three levels: Level I, Level II, and Level III; with 20% of

the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years and receive a $430-$1,400 stipend. The Performance Bonus element of the UBATC plan involves 87% of the educators receiving an average award of $902. This feature of its plan utilizes 20% of the total allocation. The Extended Day feature of the plan provides 13 days to all 20 educators, using 50% of the Career Ladder allotment. The UBATC plan also provides 9 Job Enlargement opportunities using 10% of the allocation for an estimated 10 teachers. The UBATC uses a local instrument as the primary tool for Teacher Evaluation.

UTAH SCHOOLS FOR THE DEAF & BLIND 1 YEAR APPROVAL

The Utah Schools for the Deaf and Blind 1990-91 Career Ladder Plan has the following four levels: Provisional, Certificated, Professional, and Senior; with 65% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $2,000 stipend. The Performance Bonus element of the Utah Schools for the Deaf and Blind plan involves 45% of the educators receiving an average award of $150-750. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 3 days to all 109 educators, using 15% of the Career Ladder allotment. The Utah Schools for the Deaf and Blind plan also provides Job Enlargement opportunities using 9% of the allocation for an estimated 109 teachers. The Utah Schools for the Deaf and Blind uses a local instrument as the primary tool for Teacher Evaluation.

WASATCH SCHOOL DISTRICT 1 YEAR APPROVAL

The Wasatch School District's 1990-91 Career Ladder Plan has the following four levels: 1) Career Candidate, 2) Level I, 3) Level II, and 4) Level III; with 16% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $400 stipend. The Performance Bonus element of the Wasatch plan involves 47% of the educators receiving an average award of $900-1,200. This feature of its plan utilizes 24% of the total allocation. The Extended Day feature of the plan provides 7 days to all 119 educators in the district, using 46% of the Career Ladder allotment. The Wasatch plan also provides 80 Job Enlargement opportunities using 14% of the allocation for an estimated 85 teachers. The Wasatch District uses the SET instrument as the primary tool for Teacher Evaluation.

WASHINGTON SCHOOL DISTRICT 1 YEAR APPROVAL

The Washington School District's 1990-91 Career Ladder Plan has the following three levels: Provisional Educator, Career Educator-Step I, and Career Educator-Step II; with 54% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 8 years and receive a $1,480 stipend. The Performance Bonus element of the Washington plan involves 50% of the educators receiving an average award of $390. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 5 days to all 533 educators in the district, using 36% of the Career Ladder allotment. The Washington Job Enlargement opportunities have been folded into the levels of their plan. The Washington District uses the SET instrument as the primary tool for Teacher Evaluation.

WAYNE SCHOOL DISTRICT 3 YEAR APPROVAL

THE WAYNE SCHOOL DISTRICT'S 1990-91 CAREER LADDER PLAN WAS GRANTED 3-YEAR APPROVAL. THIS IS THE FIRST YEAR OF THEIR 3-YEAR APPROVAL.

The Wayne School District's 1990-91 Career Ladder Plan has the following four levels: Level 1, Level 2, Level 3, and Level 4; with 51% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 5 years and receive a $1,550 stipend. The Performance Bonus element of the Wayne plan involves 36% of the educators receiving an average award of $800-1,200. This feature of its plan utilizes 10% of the total allocation. The Extended Day feature of the plan provides 4 days to all 35 educators in the district, using 29% of the Career Ladder allotment. The Wayne plan also provides Job Enlargement opportunities using 10% of the allocation for an estimated 35 teachers. The Wayne District uses the SET instrument as the primary tool for Teacher Evaluation.

WEBER SCHOOL DISTRICT *BLOCK GRANT DISTRICT*

ALL INFORMATION IS BASED ON THE 1988-89 CAREER LADDER PLAN WHICH WAS IN EFFECT WHEN WEBER DISTRICT OBTAINED BLOCK GRANT STATUS IN 1989-90.

The Weber School District's 1988-89 Career Ladder Plan has the following four levels: Level I, Level II, Level III, and Level IV; with 14.5% of the total Career Ladder allocation committed to ladder step stipends. A teacher may reach the top level in 4 years, and receive a $500 stipend. The Performance Bonus element of the Weber plan involves 75% of the educators receiving an average award of $150-750. This feature of its plan utilizes 29.4% of the total allocation. The Extended Day feature of the plan provides 6 days to all 1,150 educators in the district, using 39.4% of the Career Ladder allotment. The Weber plan also provides 13 Job Enlargement categories of opportunities using 16.6% of the allocation for an estimated 865 teachers. The Weber District uses the WITC instrument as the primary tool for Teacher Evaluation.

INCENTIVES FOR EXCELLENCE IN PUBLIC SCHOOLS PROGRAM

BEST COPY AVAILABLE

"Incentives for Excellence monies have been used in a multitude of ways to achieve greater educational excellence in Davis School District. These monies have made it possible for over twenty-five schools in the district to significantly increase their computer capabilities allowing thousands and thousands of students the opportunity for hands-on computer time. In addition, science, health, P.E., art, and music equipment have made significant contributions to the quality of education our students are receiving. We strongly endorse this program for the vitality it has infused in our schools."

Nancy S. Lyon, Foundation Director
Davis School District Foundation
- 1991

INCENTIVES FOR EXCELLENCE IN PUBLIC SCHOOL PROGRAM

THE PAST

History: In 1985, the Utah State Legislature enacted the Incentives for Excellence Program to encourage the development of a strong partnership between public education and the private sector for enhancing educational excellence throughout the state and to provide impetus for school districts to seek private financial support. The initial appropriation was for $250,000. In 1986, the appropriation was increased to $350,000 and subsequent appropriations have been for $300,000 per year. The money is distributed on a formula basis and is contingent upon a dollar-for-dollar match from a private funding sources.

THE PRESENT

The Incentives for Excellence in Public Schools Program is designed to (I) promote a strong partnership between public education and private enterprise; (2) provide impetus to school districts that are seeking financial support from the community; and (3) enhance educational excellence within the state.

All school districts in the state are eligible to submit a proposal for the state matching funds.

The appropriation is distributed in two parts: 40% allocation equally among the 40 school districts, and 60% of the appropriation based on the ratio of the districts' student enrollment to the total student enrollment of the 40 school districts. Receiving the district allocation is conditioned on a district's certification of matching funds from eligible donors. The eligible donors for obtaining the matching money are private enterprise, nonprofit organization, and personal donations from citizens in the local community.

Funds can be used for programs, practices, learning materials, and equipment which have direct impact upon the instruction of students. Funds cannot be used for salaries, facilities, or indirect costs.

Applications are submitted and must meet the criteria outlined in Rules for Incentives for Excellence (R300-402). Districts may apply for matching funds August 1 through March 1. Unused funds are reallocated after March 1 to qualifying districts.

THE FUTURE

There is a major thrust in education to involve the private sector in school/business partnerships. Business has a thrust to establish partnerships with education. Several factors make the Incentives for Excellence Program a unique vehicle to encourage such partnerships. The program doubles every dollar that is appropriated by the Legislature. It provides a major infusion of funds from the private sector directly to schools. It also builds private support and commitment for public education. It is likely that this program will continue to be funded in future years.

For further information regarding the Incentives for Excellence in Public School Program contact:

Peggy Frisby
Utah Public Education Foundation
Utah State Office of Education
(801) 538-7892

OUTCOME-BASED EDUCATION ALLOCATION PROGRAM

"OBE, when fully implemented, provides instructional philosophy based on learning outcomes, driven by instructional management procedures and delivery systems which enable all students to learn and demonstrate those skills necessary for continued progress. The Shift in Focus adopted by the State Board of Education outlines a hope of school restructuring requiring unprecedented cooperation and teamwork. ODDM provides a process to accomplish this vision."

Robert Painter, Superintendent
Wayne School District, 1991

1990-91 OUTCOME-BASED EDUCATION PROGRAM

THE PAST

The 1985 Legislature created a new grant program for Outcome-Based Education (OBE), which had been introduced extensively in Utah the previous year. Beginning with a workshop in Moab, March 1-3, 1984, awareness sessions were held for each rural region and in several places along the Wasatch Front. Two national OBE conferences were hosted in Salt Lake City by the Utah State Office of Education, in December 1984 and January 1985. Great interest was shown in OBE, as it was presented in Utah by Bill Spady, Carol Barber, John Champlin, and other national educational leaders.

The first appropriation for OBE was $500,000 for the 1985-86 school year, with the funds distributed to 16 districts selected from 44 competitive proposals. The following year, with amazing results already being reported from OBE schools and following visits by some legislative leaders to OBE schools, the 1986 Legislature appropriated $1,306,400 for OBE. These funds were distributed to all 40 districts on a formula which included a base amount of $15,000 for each district plus an additional amount distributed by WPU formula. No funds were distributed for 1986-87 on a competitive basis.

In 1986, after much work with national leaders in OBE, it was discovered that the most complete implementation of OBE concepts was in the small district of Johnson City, New York, where the Outcomes Driven Developmental Model (ODDM) was developed, beginning in 1971. John Champlin, Superintendent there for over a decade, was the chief architect of the model, as well as becoming a primary mover in creating the Outcome-Based Education movement. The Outcomes Driven Developmental Model, a comprehensive approach, has since been adopted by 21 of Utah's 40 school districts.

The 1987 Legislature continued the appropriation at the same level as the previous year, but took $150,000 from it for an incentives program, leaving the actual amount for OBE at $1,156,400. For the 1987-88 school year, the district base amount was reduced to $12,500, and $300,000 of the appropriation was set aside for competitive proposals. The concept of this competition was to provide assistance and encouragement to those districts most strongly leading the way in utilizing OBE principles and developing models and/or trainers valuable to both themselves and others. The funding was continued as before by the 1988 Legislature, but another $57,820 was taken for the PEEPS program, leaving $1,098,580 for OBE. So for 1988-89 the base amount for districts was further reduced to $11,655. The 1989 Legislature made no changes in the OBE appropriation, and 1989-90 allocations to districts remained on the same basis as for 1989-90. The same will be true for 1990-91.

THE PRESENT

A survey conducted in late 1987, reported in January 1988, showed that in just a little over three years OBE had expanded as follows:

- 343 of the 521 schools responding reported using OBE to some extent, suggesting that over half of Utah's schools were engaged to some extent in implementing OBE.
- All 40 of Utah's districts were using OBE to some extent.
- At least 6,796 teachers and 163,832 students were involved in OBE activities.

The 383 schools reporting use of OBE claimed gains in the following areas:

• Master planning (Very few schools were involved in developing master plans before being encouraged through OBE.)	168 schools
• Improved quality of instruction (This improvement comes from application of the best information and methodologies, as drawn from research and practice.)	333 schools
• Increased student achievement	267 schools
• Improved student behavior	249 schools
• Implementation of the Utah Core Curriculum	318 schools
• Alignment of curriculum	283 schools
• Development of instructional units correlated with the improved instructional process	256 schools
• Skilled leadership	202 schools
• Staff teamwork	279 schools
• Improved and increased staff training	148 schools
• Increased and improved inter-school cooperation	212 schools

Even these impressive figures do not show how extensively OBE is really being used, nor, more importantly, the positive effect it is having on improved student learning. A more extensive statewide evaluation is being conducted this year, to be completed in June 1990.

THE FUTURE

Because OBE, properly viewed and utilized, incorporates the best that is available from research and practice, it should not be destined to become a passing fad, as so many programs of the past have been. Both OBE, the concept, and ODDM, the implementation model, are process and principle oriented and are not prescriptive programs. Those utilizing OBE well will keep constantly abreast of the best available information on school effectiveness, and will renew and change as needed to keep schools moving forward, ever becoming better and more effective.

Everyone wins with this approach. Students are better served, learn more, and become more self-actualized, empowered persons. Teachers find their jobs more satisfying, and the teaching profession is enhanced considerably. Administrators, specialists, board members, and others find their work more effective and fulfilling. Parents and communities are much more satisfied with what their schools are doing and what their students are learning. Further, the State Legislature knows that resources appropriated to schools are utilized in the most effective ways.

For further information regarding the Outcome-Based Education program, contact:

Lyle Wright, OBE Specialist
Project Assistance Services
Utah State Office of Education
(801) 538-7837

1990-91 OUTCOME-BASED EDUCATION ALLOCATION PROGRAM

ABSTRACTS SUMMARY

The following are abstracts of the Outcome Based Education District Allocation grants that were funded for FY 90-91.

ALPINE SCHOOL DISTRICT

Project Title: **ALLOCATION O.B.E. GRANT**

Project Director: Brian Page

Purpose: The purpose of the project is to develop procedures and materials which will allow the award of credit through alternative ways of demonstrating mastery, incorporating utilization of the trACE computerized instructional support system and the ACE curriculum.

The project consists of six components, summarized briefly in the following:

First is development of procedures to implement early graduation in Alpine District. Interest will be assessed and specific plans developed for each student. Challenge examinations will be developed as required.

Second is generation of test items for subjects not currently being worked on by the USOE, beginning with Spanish for first, second, and third year students.

Third is training of teachers in EEI for faculties of at least six schools.

Fourth is the continued development of a mastery tracking system to assist teachers in knowing which objectives each student has mastered in each subject.

Fifth is initiating models for additional student help in mastering objectives, including such models as homework centers, mentoring, student tutors, schools within a school, study skills sessions, alternative schedules, and so on. Student-created projects demonstrating mastery will be strongly encouraged.

Six is refining visual arts lesson plans for grades K-6.

BEAVER SCHOOL DISTRICT

BOX ELDER SCHOOL DISTRICT

Project Title: **BOX ELDER SCHOOL DISTRICT OUTCOME BASED EDUCATION**

Project Director: Steve Laing

Purpose: The purpose of the project is to continue the implementation of the Outcome Based Education philosophy, process and procedures in the district

The focus of this project will be the improvement in providing "correctives," "extensions," and communication of mastery or non-mastery to students and parents through the use of computers. It will be correlated with the district's approved Educational Technology Initiative Plan which addresses student mastery in reading and math.

CACHE SCHOOL DISTRICT BLOCK GRANT DISTRICT

CARBON SCHOOL DISTRICT BLOCK GRANT DISTRICT

DAGGETT SCHOOL DISTRICT

Project Title: **STAFF DEVELOPMENT TRAINING FOR TRAINERS 7 STAFF DEVELOPMENT FOR STAFF**

Project Director: Gerold Erickson and VerMon S. Barney

Purpose: The purpose of this project is to provide training for two staff development trainers and provide a staff development inservice program for all staff in Daggett County School District

Daggett County School District experienced a 42% staff turnover in 1989-90. It is important for the district to provide inservice to all new staff related to the Core, OBE, and Mastery Teaching and Learning. It is also important to provide enrichment staff development programs for tenured staff. Funds will be used to provide updated training for staff development director and curriculum director and stipends for all staff to accumulate inservice training hours in the use of the UCLA Model--Phases of ODDM and ASCD teaching strategies. The program provides inservice for:

1. State Core Requirements
2. OBE Philosophy
3. Essential Elements of Instruction (Madeline Hunter)
4. Mastery Learning (Carol Barber)
5. Curriculum Alignment

DAVIS SCHOOL DISTRICT

Project Title: **O.B.E.: ALLOCATED FUNDS**

Project Director: F. Fred Brown

Purpose: Davis District has four main components to be achieved during the 1990-91 school year. These components are intended to fulfill the Davis OBE goals, i.e. improving instructional delivery and student learning.

The four goals are:

1. Continue the development and refining of the Davis Elementary Student Progress report that was started in 1989-90 with OBE funds. This is an instructional management system that specifies expected learning outcomes.
2. Focus o n student learning outcomes resulting from the implementation of the State Core Curriculum
3. Plan and provide proficiency testing instructions for core courses in science, math, and social studies for grades 9-12 which would enable students to demonstrate mastery and earn credits toward graduation
4. Develop a long-range 5-year plan for Davis School District which will be directed toward the adoption of OBE and mastery learning goals.

DUCHESNE SCHOOL DISTRICT

Project Title: **DUCHESNE SCHOOL DISTRICT OUTCOME BASED EDUCATION PROJECT**

Project Director: Larry Abplanalp

Purpose: The Duchesne School District Outcome Based Education Project will continue to develop a comprehensive educational system based on research to select and implement those practices that most effectively achieve desired student outcomes

Duchesne is in its third year of Outcome Driven Developmental Model (ODDM) training and has progressed from establishing district philosophy, vision and belief statements to the next step--moving to school and classroom practices. The individual schools need to review practices to see if they are in alignment with state goals of the school and district. Each school needs to search continually to enhance and promote maximum learning conditions for its students. Personnel will be attending school improvement conferences and inservice training.

EMERY SCHOOL DISTRICT

Project Title: **O.B.E. IMPLEMENTATION**

Project Director: Ernest Weeks

Purpose: This project is designed to continue training and the acquisition of materials needed to fully develop Madeline Hunter's Mastery Teaching model as the instructional program in the district.

This year the emphasis will be on Discipline With Dignity. It will also more highly develop the clinical supervision skills of principals and district administrators. Dr. Hunter will spend three days in the district, emphasizing Discipline With Dignity, Transfer Theory, and Teacher-Parent Relationships as she works with teachers. She will work with administrators to enhance their skills in walk-through supervision. Gene Hall, University of Northern Colorado, will train administrators in using his Concerns-Based Adoption Model (CBAM). This model fills an identified need in the school change process. It provides a way to measure where an individual teacher or a school faculty is in regard to changes being implemented. Funds go for consultants, inservice costs, and related materials.

GARFIELD SCHOOL DISTRICT

Project Title: **OUTCOME BASED EDUCATION, ALLOCATION**

Project Director: Nick Reynolds

Purpose: The Garfield School District OBE Project has been developed to assist district personnel implement OBE philosophy and techniques. The district has established an OBE/Core Committee to help structure instructional delivery to the learning rates of individual students.

The Committee will work to correlate the district reading programs with the core standards and make recommendations toward textbook purchases. OBE will be used to increase professional growth of teachers by providing training in one educational strategy--cooperative learning-- for all teachers and studying another strategy of an individual site. The district feels cooperative learning addresses OBE believes concerning individual processes of learning. The individual process is "the basic steps in helping each student learn." A site-level study at Panguitch Elementary will be concerned with a school format which is non-graded, at the elementary level. The non-graded philosophy of learning rates and individual difference combined with an OBE model could lead to an exciting educational program. Individual teachers will also be allowed to request specific training in their teaching areas.

GRAND SCHOOL DISTRICT BLOCK GRANT DISTRICT

GRANITE SCHOOL DISTRICT

Project Title: **OUTCOME BASED EDUCATE**

Project Director: Linda Fait

Purpose: The purpose of the Granite OBE project is to provide an on-going program for effective instruction of all students and tracking of student progress toward master and intervening to meet individual needs.

The district OBE master plan consist of the merger on three general elements. These elements, when fully integrated and implemented, result in an individualized and customized educational provision for students according to need. The elements are designed to help implement principles of outcome based education: (1) A standardized mechanism to track each student's progress toward mastery of district and state curricular objectives; (2) A means to successfully implement an outcome based delivery of instruction which includes remediation and extension (3) Revision and review of curriculum guidelines emphasizing mastery. A means by which approximately 1,200 teachers will receive training.

IRON SCHOOL DISTRICT

Project Title: **IRON DISTRICT O.B.E. PLAN AND PROJECT**

Project Director: Roma Jensen

Purpose: Iron District is committed to the improvement of instruction by incorporating the findings of current research into the teaching process, through teacher inservice and related activities on a continuing, regular basis. The primary goal is to improve the educational experiences and learning achievements so all students experience success.

Inservice training will be continued in areas such as EEI, TESA, Mastery Teaching, Cooperative Learning, Peer Coaching, and others. This will be done through in-district training and attendance at SUSC, ISI, and the Rural Schools Conference. School Core Teams will provide leadership to school faculties, with each school working on different areas of the curriculum. Core Teams will also research and share information regarding effective instructional practices. OBE funds will be spent for trainers, inservice costs, and evaluation.

JORDAN SCHOOL DISTRICT

Project Title: **IMPLEMENTING O.B.E. THROUGH SITE-BASED MANAGEMENT**

Project Director: JoAnn Seghini and Barry Newbold

Purpose: The project will focus on planning and decision-making at each school, within OBE principles, for school improvement. The major goals will address the following priorities:

1. District-wide understanding of OBE and related school improvement practices.
2. Facilitating change based on local needs and commitment, as well as on research related to school improvement.
3. Meeting needs of communities at different places in the school improvement process.
4. Continuing to develop school and staff development resources which support school improvement.
5. Facilitating site-based management and leadership.
6. Providing for financial support of school improvement

Jordan District has developed a master plan to undergird a school-based program of school improvement utilizing the principles of Outcome Based Education. Administrative personnel have been trained in OBE concepts and improvement strategies. Principals were given evaluation strategies for assessing school strengths and needs. Treating each school as an individual learner, principals, in cooperation with staff, will develop a plan for school improvement based upon readiness and local school need. All schools will receive a modest foundation grant, and selected schools will receive modest amounts for those competitive proposals deemed most likely to achieve effective results.

JUAB SCHOOL DISTRICT

Project Title: **STATE REFORM - ALLOCATED O.B.E. PROGRAM**

Project Director: Kirk Wright

Purpose: Juab School District will continue its implementation of the Outcomes Driven Developmental Model (ODDM) by addressing nine objectives for the 1990-91 school year.

The objectives relate to learning objectives, tracking student progress, certification of learning, school climate, transformational leadership, informing the community, participating with the ODDM Consortium, and unit guides which align curriculum based on the Utah Core Curriculum.

(Juab continued)

Activities to meet the objectives include:

1. Accomplish objectives for curriculum in the district's Master Plan.
2. Provide a computerized student tracking system.
3. Refine the student attendance and tracking system.
4. Hold workshops for staff on a variety of needed inservice activities.
5. Continue ongoing inservice programs for administrators.
6. Continue the public awareness campaign.
7. Hold a series of planning and information meetings during the year.
8. Develop unit guides which include criterion-referenced objectives keyed to the Utah Core Curriculum.

Funds go for consultants/trainers, inservice activities and related travel, and evaluation.

KANE SCHOOL DISTRICT

Project Title: **ODDM INSERVICE AND IMPLEMENTATION**

Project Director: Nils Bayles

Purpose: Kane School District will continue its implementation of the Outcomes Driven Developmental Model (ODDM) for the 1990-91 school year.

In prior years the OBE funds have been used to develop the ODDM model for Kane schools and train teachers and administrators to implement it. The district is now ready to improve basic knowledge and skills and provide indepth training in specific areas of the model. It is intended the district will develop teacher-administrator proficiency in Reality Therapy, the Instructional Process, and School and Classroom Practices as its primary goal for the year. Funds will also support teacher-administrator attendance at the ODDM summer institute and a mid-winter conference. A handbook for each school detailing school practices which are aligned with ODDM is expected to be developed and published.

LOGAN SCHOOL DISTRICT BLOCK GRANT DISTRICT

MILLARD SCHOOL DISTRICT

Project Title: **IMPLEMENTATION OF ODDM**

Project Director: Jay Richman

Purpose: Millard School District will continue its implementation of the Outcomes Driven Developmental Model (ODDM) for the 1990-91 school year.

The project provides a definite instructional process based on the philosophy that all students can learn. Teachers adjust teaching to different learning styles in order to reach the desired outcomes: Self-esteem, cognitive learning levels, self-directed learners, concern for others, process skills (problem-solving, communication, decision-making, accountability and group process)

MORGAN SCHOOL DISTRICT

Project Title: **OBE SCHOOL REFORM GRANT**

Project Director: Vernile Matheson

Purpose: Morgan School District will use the OBE resources in promoting the goals relating to curriculum as outlined by its Board under the leadership of the superintendent: (1) Strengthen the ODDM instructional process, (2) Strengthen curriculum offerings in math, fine arts and language arts along with technology, (3) Enhance the self-esteem efforts started in 1989-90 with the establishment of a district self-esteem committee

Activities will include attendance at selected workshops to update and review the quality of leadership of the district "Core Team." Each participant attending these activities will be expected to take a major leadership role in bringing the messages back to the district. These opportunities with be put out to each teacher on a competitive basis. There will be a special emphasis placed on getting new teachers up to speed with ODDM as a process.

MURRAY SCHOOL DISTRICT BLOCK GRANT DISTRICT

NEBO SCHOOL DISTRICT

Project Title: **NEBO DISTRICT OBE PROGRAMS/ALLOCATED**

Project Director: R. Dean Rowley

Purpose: The purpose of the Nebo School District OBE project will continue to implement the ODDM model to achieve the 1990-91 goals as identified by the steering committee

Projects for the 1990-91 school year are to:

- finalize a schematic plan
- promote an understanding of the district mission statement and desired student outcomes
- allocate seed money to individual schools to promote the implementation of at least one desired student outcome for the coming year
- develop a research base of information on how to achieve non-academic outcomes such as self-esteem and self-worth
- write job descriptions for a board member, administrator, teacher, parent and student that supports the OBE model
- finalize the philosophical and psychological base components
- update and expand the district OBE master plan
- adopt and inservice train teachers on Harry Wong teaching techniques
- continue peer coaching
- use the district OBE building site committee to help develop curriculum and intention classroom practices
- conduct horizon planning with the steering committee
- promote cooperative learning
- expand transformational leadership practices

NORTH SANPETE SCHOOL DISTRICT

Project Title: **O.D.D.M. CONTINUATION PROJECT**
This plan was approved by the OBE Review Committee with special commendation for the high quality of planning and the effective pooling of resources.

Project Director: Brent Thorne

Purpose: North Sanpete School District will continue its implementation of the Outcomes Driven Developmental Model (ODDM) by examining processes needed for an outcome-based, principle-driven integrated curriculum; providing more training for administrators and Core Teams; and staff development in six major classroom strategies.

This plan must be read to be fully appreciated, and even then must be seen in the context of the district's achievements over the past several years. Funds will be "leveraged" from OBE, Career Ladder, Productivity, Technology, At-Risk, Special Education, and district staff development funds to continue the process which has been underway for several years. The plan is much more detailed than most. OBE funds will be used primarily for inservice activities.

NORTH SUMMIT DISTRICT

Project Title: **O.B.E. GRANT APPLICATION**

Project Director: Don Francom

Purpose: The purpose is to raise the academic achievement of students at all levels, increase students' self concept, and provide greater opportunity for students to succeed.

The project is an on-going program for students in the North Summit School District to provide the following:

1. Instructional materials based on mastery learning methodology and OBE concepts
2. Equipment in the classroom and facilitate the learning process
3. Textbooks and other supplemental books and material which will help staff to successfully utilize the mastery learning and OBE methodologies
4. Inservice teachers in the mastery learning/OBE process
5. Provide continuing aid to teachers in implementing mastery learning

OGDEN SCHOOL DISTRICT

Project Title: **OUTCOME BASED EDUCATION IN OGDEN CITY SCHOOLS**

Project Director: Winnifred Ospital

Purpose: The purpose of this proposal is to continue a project using the WICAT computer labs in each of its elementary schools to define objectives in mathematics (K-5) and align classroom instruction, textbooks, and computer activities and instruction.

The goal is to continue the project with the goal of K-5 district-wide development of outcome teaching strategies, correctives and formative tests in mathematics in the six pilot schools. Implementation in 15 elementary schools would take place in 1991-92. The ultimate goal is to establish a totally outcome driven, non grade level oriented curriculum within the next three years.

PARK CITY SCHOOL DISTRICT BLOCK GRANT DISTRICT

PIUTE SCHOOL DISTRICT

Project Title: **MEETING STUDENTS' NEEDS THROUGH OBE**

Project Director: Neal Hollingshead

Purpose: The purpose of this project is to address the district-wide master plan for improvement of instruction which puts student learning outcomes as first priority, and calls for cooperation with other schools districts and using consultants

The district is implementing OBE through the ODDM model. It also participates with the Institute for School Improvement each year. Its main objective is student outcomes. Continued effort is being made on the instructional process, the philosophical base, psychological base. Principals and the superintendent are receiving training in Transformational Leadership.

PROVO SCHOOL DISTRICT BLOCK GRANT DISTRICT

RICH SCHOOL DISTRICT

Project Title: **OBE ALLOCATION**

Project Director: Daryl F. Nelson

Purpose: The purpose of this project is to address the rules of this program by facilitating the use of an instructional approach based on learning outcomes, driven by a management and delivery system, and promotes additional learning.

The major part of the OBE funding will be used for inservicing staff. There are six components in the district mission statement:

1. Making the Board of Education, teachers and school patrons aware of OBE
2. Helping teachers to believe and practice the OBE philosophy that "All children can learn if taught well."
3. Inservicing teachers in effective school teaching strategies
4. Aligning curriculum so OBE can take place, K-12
5. Inservicing teachers and administrators through attendance at workshops sponsored by rural schools, the district, travel to other schools, and attendance at universities
6. Incorporating the use of technology into the classroom...to accomplish many OBE tasks.

S L C SCHOOL DISTRICT

BLOCK GRANT DISTRICT

SAN JUAN SCHOOL DISTRICT

Project Title: **ODDM DEVELOPMENT FOR DISTRICT AND SCHOOL TEAMS**

Project Director: Melvin Walker

Purpose: This project is designed to provide indepth inservice activities in ODDM and related school improvement processes for district personnel. The first aspect is for training activities for school and district school improvement teams and then for other teachers and administrators in the district.

The project will utilize the services of the ODDM consortium, other related school improvement offerings and district personnel. The project is tied directly to the district master plan for school improvement. Specifically funds will be used for the following activities:

1. District and school improvement teams will attend ODDM sponsored conferences and workshops.
2. Selected district and school improvement team members will attend ODDM administrative training and/or other workshops related to the district three-year goals
3. Selected district and school improvement team members will provide inservice for other district teachers.

SEVIER SCHOOL DISTRICT

Project Title: **OBE MASTER PLANNING FOR SCHOOL IMPROVEMENT**

Project Director: Boyd Keisel

Purpose: This project proposes that OBE funds be used as part of Sevier School District's Master Plan to implement strategies for "empowering each student to function as a competent, productive, caring and responsible citizen." The master plan provides direction to enable the district to address Shift in Focus goals and objectives in four major categories: (1) defining outcomes, (2) developing learning units, (3) aligning the curriculum, and (4) managing the curriculum.

The project will emphasize the principal and teacher as instructional leaders in implementing ODDM principles and procedures identified in meeting the needs of children. Extensive inservice in instructional processes and curriculum use and alignment will be emphasized and will involve every teacher and administrator in the district.

SOUTH SANPETE SCHOOL DISTRICT

Project Title: **LEARNING STYLES AND TEACHING STRATEGIES**

Project Director: Lewis Mullins

Purpose: This project proposes that OBE funds be used to develop district trainers in effective instructional practices with an emphasis on Madeline Hunter's instructional process models: Elements of Effective Instruction and peer coaching.

In particular, this project would involve training 12 teachers (2 from each school) during the summer. These trainers will then provide inservice to other district teachers. Inservice for district teachers would be delivered in a variety of models including large group, building-level, and one-to-one. Trainers would also provide training to instructional aides and volunteers. Having in-district training would significantly enhance the capability to provide effective on-going support for all educators.

SOUTH SUMMIT SCHOOL DISTRICT

Project Title: **IMPLEMENTATION OF O.D.D.M. AS A COMPONENT OF OBE**

Project Director: Mark Littleford

Purpose: This project proposes that OBE funds be used to continue the five-year master plan for the adoption of outcome-based education, mastery learning and the ODDM model which the district put into action in the 1986-87 school year. It is entering its fifth year of implementation of the master plan.

In particular, this project addresses the following district needs which will ensure continuity in the facilitation of the OBE program:

1. Faculty attendance/travel to the 1990 Utah Rural Schools Conference in Provo, Utah.

2. Monthly district core team meetings in which faculty teams from each building plan implementation of OBE principles within the district and discuss current research data to share with colleagues.

3. OBE/ODDM workshops at the beginning of the 1990-91 school year for new teachers just joining the district staff.

4. Professional pay for inservice by certificated OBE trainers from within the district.

5. Supplies and materials for OBE/ODDM inservices

6. Travel to significant OBE/ODDM workshops during the 1990-91 school year.

TINTIC SCHOOL DISTRICT

TOOELE SCHOOL DISTRICT BLOCK GRANT DISTRICT

UINTAH SCHOOL DISTRICT BLOCK GRANT DISTRICT

WASATCH DISTRICT

Project Title: **WASATCH OUTCOME-BASED EDUCATION PROGRAM**

Project Director: Marilyn D. Baird

Purpose: This project proposes that the allocated amount of OBE funds be used to further the goals and objectives of the district strategic plan as it relates to the concept of "outcome-based education." Also that individual schools continue to monitor the progress of students, primarily in math and reading, utilizing Utah Core Curriculum objectives and test items from the state test-item pool to make up the monitoring process.

Personnel in the Wasatch District assessed each curriculum area taught at each grade level in June of 1990 and developed new "next step" procedures. The district will continue to promote on-going, individualized monitoring of progress and student involvement in that process. We will continue to place a large emphasis upon teacher inservice to promote the concepts of OBE, to continue the involvement in Core Curriculum and Core testing, and to improve teaching skills and individual monitoring of student progress throughout the district.. Goals have been set to add a component of analysis to the work, as directed by the district strategic plan; and to involve the teachers in the process of analyzing test date (formal and informal) and making instructional decisions based upon that data.

WASHINGTON SCHOOL DISTRICT

Project Title: **OUTCOME BASED EDUCATION IMPROVEMENT PROGRAM**

Project Director: Calvin R. Durfey

Purpose: This project proposes that the allocated amount of OBE funds be used to address items such as specifying learning outcomes, sequencing learning tasks, providing and improving staff awareness and capability to implement OBE, assessing current student learning more specifically, aligning the instructional objectives with assessment, helping students to be oriented to the objectives to be learned, and certifying educational progress.

Wasatch (continued)

The project will have three major components:

1. The district intends to continue with curriculum alignment which includes the development and revision of standards and objectives of each course along with the assessment dimension for each course.
2. Teachers will continue to receive training in outcome based education principles through programs offered through the school improvement project.
3. The board of education has established as a major goal this year, the following: "Establishing a committee to come up with a recommended plan and procedures for further implementation of outcome based education in the school district this year. Special attention should be given to the Johnson City, New York Program."

WAYNE SCHOOL DISTRICT

Project Title: **SCHOOL IMPROVEMENT THROUGH OUTCOME BASED EDUCATION**

Project Director: Bob Painter

Purpose: This project will focus on training teachers in the instructional process of the ODDM model, which integrates into the learning process such factors as learning styles, mastery learning, and enough guided practice to insure that all students learn what schools want them to learn.

Wayne District has published the Instructional Process, with related teaching strategies (learning styles, mastery, guided practice, etc.) and distributed it through faculty. meetings. They have arranged released time for teachers to be trained in the process and to develop its implementation. Mentoring is utilized for training teachers to mastery in the process, and to assure that teachers successfully use the instructional process. Curriculum will be developed within the OBE framework as a demonstration model for OBE, including philosophy, goals, and objectives. Regular ODDM Team leadership meetings will be held to plan improvement activities.

WEBER SCHOOL DISTRICT BLOCK GRANT DISTRICT

OUTCOME-BASED EDUCATION COMPETITIVE PROGRAM

"Perhaps the most important ingredient in a successful approach to empowering students is a staff which is capable of addressing and solving classroom problems relating to the complex challenge of helping all students learn well. In order for teachers to have the capability they must possess the tools which will enable them to deliver instruction in a powerful, effective and productive way. Student empowerment therefore hinges on the district's ability to equip our teaches with the potential expertise embodied in staff development.

Steven Olsen, District OBE Coordinator
Juab School District - 1991

1990-91 OUTCOME-BASED EDUCATION COMPETITIVE PROGRAM

ABSTRACTS

The following are abstracts of the Outcome Based Education District Competitive grants that were funded for FY 90-91.

CACHE SCHOOL DISTRICT

Project Title: **O.D.D.M. TRAINING AND IMPLEMENTATION**

Project Director: Bill Bertolio, Steve Zsiray

Purpose: Through implementing the components of ODDM, increase achievement in math and reading by insuring that the conditions exist in which all students can learn excellently, all teachers can teach more effectively, and all administrators manage more competently.

Over the past five years, Lincoln Elementary School staff has become involved with a way of doing business known as PROBE (Process Reflecting Outcome-Based Education). Although significant gains have been made in the academic and behavioral areas of expected outcomes, Lincoln has been limited due to its isolation in the project. This project will allow the district to expand the number of schools involved in OBE to three. In addition to continuing PROBE, the schools staff will be trained in the Outcomes Driven Developmental Model (ODDM). To accomplish this, Cache schools are committed to the six phases of implementation recommended by Johnson City's NDN project, involving twenty five days of training over two years. Participating schools are willing to examine all facets of school operation, and each will organize a leadership team consisting of the principal, an instructional leader from the central office, and at least three teachers. Funds will be used primarily for training.

CARBON SCHOOL DISTRICT

Project Title: **IMPLEMENTING REALITY THERAPY ON A DISTRICT-WIDE BASIS**

Project Director: Bob Hanson

Purpose: The Carbon County School District will adopt Reality Therapy as the approved way of improving the on-task time of students and increasing student involvement in decision making.

Carbon (continued)

A team of teachers from each school, three teachers and their principal, will receive extensive training in Reality therapy during the summer of 1990. At the conclusion of their workshop, teachers will demonstrate entry level skills in the use of the program.

The teams will then practice the skills during the first part of the 1990-91 school year, with mentoring from other team members. In mid-fall 1990, the training team will have a one day review of Reality Therapy, and will continue practicing until they demonstrate competency.

These teams will then provide introductory inservice training for other teachers during the middle and last part of the school year. They will also act as mentors for their fellow teachers in certifying their proper use of the techniques involved.

The project is seen as requiring two years to implement, so training will continue during the summer of 1991 and the following school year in advanced use of the program.

JORDAN SCHOOL DISTRICT

Project Title: **UNIVERSITY/PUBLIC SCHOOL PARTNERSHIP**

Project Director: Jim Bergera

Purpose: This project will operationalize key elements in selected strategies which are part of the Partnership's strategic plan. The Partnership's strategic plan is designed to help member districts implement the goals of their respective master/strategic plans, and is based in the primary purpose "to enable all students to learn and demonstrate those skills necessary for continued progress."

Key elements within the following eight strategies will be operationalized:

A Ensuring the Partnership serves student learning.
B. Utilizing systematic inclusive planning.
C Launching the Partnership "center."
D. Empowering and clarifying Partnership organization.
E. Expanding networks and participation.
F. Upgrading and structuring communication.
G Conducting collaborative research and publication.
H. Securing and leveraging resources and funding.

Jordan (continued)

Jim Bergera, retiring Provo superintendent, will become BYU's Field Coordinator to lead the Partnership and make the strategic plan work. Activities include identifying participating schools, implementing the strategic plan including processes for review and updating, organizing a task force to launch the center and developing an operational plan, holding a conference, developing school improvement teams, initiating exchange sabbaticals from schools to the university and from the university to the schools, preparing pertinent publications including newsletters, and securing and leveraging funding. Project funds will be used for purchased professional services, inservice, and supplies and materials.

JUAB SCHOOL DISTRICT

Project Title: **O.D.D.M. CONSORTIUM - (ODDM consortium)**

Project Director: Kirk Wright, Chair, ODDM Consortium

Purpose: Assist those districts and schools adopting ODDM as their vehicle for school improvement to gain the training they need, as well as to provide cooperative and collaborative assistance in the process.

The goal of this project is to continue the cooperation which has contributed so much to the use of ODDM, which is the best implementation approach we have identified for both OBE and A Shift in Focus. The project will continue to focus on contributing to the development of self-directed districts and schools, which control their own progress in school improvement, and the empowerment of students, with appropriate assistance from Regional Education Service Centers, the Utah State Office of Education, cooperative efforts such as the ODDM consortium, and other sources.

Primary areas of consortium assistance will be planning, training, an improvement information system, direct assistance on request, development of methodologies for assessment of institutional and individual progress, and a special effort to assure greater success in applying ODDM at the secondary level.

Planning With Districts/Schools. It is essential that each district and each school have a planned approach to the implementation of ODDM principles and processes, both as guidance to their own efforts and to guide planning and activities for the Consortium support program. Project Coordinators will meet with leaders of each participating district, as requested, to assist in self assessment and in planning for further development. External ODDM consultants will meet with each participating district's leaders once during the year to provide quality control assistance and further assistance in planning.

Juab (Consortium - continued)]

Training. Training will be more focused this year as districts begin to reach the point where some are self-directed in terms of determining their own training needs. Leadership training will continue, because effective leadership is so critical to all the rest. Some districts will be conducting their own training in instructional processes and related areas, as well as the training of new employees, so the role of the consortium will begin to change and grow less in these areas.

Information. In order to assure ready access to needed information, the consortium will work this year on establishing a research/data network, continuing the development of training units, working to arrange the production of one or more training videos, and preparing brochures and other publications to tell the ODDM story.

Direct Assistance. The consortium will continue to develop the mechanisms and processes for providing/arranging on-site services to participating districts for facilitating implementation of ODDM, including consultation and assistance in master planning, consultation and assistance in planning staff development/training, assistance with training activities, and assistance with district and school progress assessment.

Progress Assessment. Ways and means will be developed to assess progress in effective use of ODDM by institutions and individuals.

Secondary Schools. A consortium of select high schools will be organized to find ways for more effectively implementing ODDM in secondary schools.

Evaluation. Evaluation efforts will be strengthened, including evaluation of each consortium activity, evaluation of the network as a whole, and evaluation of the results of implementing ODDM. Resources will be sought for developing ongoing evaluation, with requisite data collection, and for developing effective measures for competency in ODDM exit behaviors.

JUAB SCHOOL DISTRICT

Project Title: **IMPLEMENTING TEACHING STRATEGIES**

Project Director: Steve Olsen

Purpose: This project will promote the use of effective teaching strategies by district staff members by continuing to enhance the district staff development model/program, a multi-year project designed to empower teachers by training in selected areas of expertise.

Juab (continued)

Juab District now has 2-5 staff members who are designated trainers in each of the areas of Cooperative Learning, Reality Therapy/Control Theory, Reading in the Content Area, Learning Styles, and the Instructional Process. They have received initial intensive training experiences through workshops provided by the summer Institute for School Improvement and the Utah ODDM consortium. Along with this training, they are involved in development of inservice materials and are in the initial stages of conducting workshops with districts staff members. In their training activities, emphasis is placed on following the Instructional Process and modeling the teaching strategy being taught. Trainers are placed with staff members who regularly teach at their same level, either elementary or secondary, which encourages trainees to accept the teaching strategy as they observe the trainer implementing the strategy successfully in a classroom setting and see the impact it has on students.

District trainers will use the summer of 1990 to attend more workshops and gain additional expertise. They will also further develop and enhance inservice lessons and activities. During the 1990-91 school year, they will conduct monthly workshops and will follow up with classroom visits for peer coaching.

Funds will be used for training trainers and providing substitutes for trainers.

JUAB SCHOOL DISTRICT

Project Title: **CLASSROOM PRACTICES GUIDEBOOK**

Project Director: Steve Olsen

Purpose: This project will develop a Classroom Practices Guidebook to assist teachers in successfully implementing this component of the Outcomes Driven Developmental Model.

The Classroom Practices component of ODDM directly addresses the quality of relationship between students and teachers in the areas of discipline, attendance, homework, review, correctives, extensions, testing, retesting, grading, and incompletes. Effective implementation of these practices hinges on certain aspects of classroom management, such as quality control of student work, active participation of all students, follow-up with parents, and effective use of class time.

The Guidebook will be produced by drawing successful ideas from validated programs and the expertise of teachers, field testing the ideas in classrooms, and integrating the results into a useful core document. This basic document can then be used, modified as necessary, and have any number of added ideas.

Juab (continued)

A Task Group for Classroom Practices will be organized to carry out the primary work, will leadership from the Project Director; others may participate on a volunteer basis. Selection of participating teachers will be based on interest, previous effective use of ODDM principles and processes - especially the instructional processes, and on demonstrated ability to gather ideas, organize, and write clearly. The Task Group will initiate its work with a week-long workshop August 13-17, 1990 to begin training, plan the general format of the guidebook, and determine working assignments.

This project will take two years to complete. The first year will culminate in the production of the guidebook, and the second year will be used for field testing and improvement and evaluation activities. The budget is for the first year only.

NORTH SANPETE SCHOOL DISTRICT

Project Title: **WHAT STUDENTS SHOULD KNOW, DO, AND BE LIKE: 12TH GRADE PERFORMANCE OUTCOMES**

Project Director: Larry Seely

Purpose: This is a component of a multiple grant application for an ongoing improvement project, the purpose of which is to provide time for teachers to; (1) complete the K-6 portion of the project, (2) begin the secondary component (grades 7-12), and (3) develop evaluation and documentation strategies.

OBE funds will be used to address three major outcomes:

1. identify specifically what academic knowledge students should be able to demonstrate when they complete high school. Using the Utah Core Curriculum, the College Board's Academic Preparation for College: What Students Need to Know and Be Able to Do, and other appropriate resources, specific academic knowledge objectives which all students should know at the end of grade twelve will be identified.
2. identify the skills of learning how to learn which each student should possess or be able to do.
3. identify desired effective learner outcomes (exhibit behaviors) students should possess when they graduate; that is, what students should be like. Each desired exit outcome will be clearly defined, strategies will be developed to incorporate each outcome into daily lesson plans, and specific indicators and non-indicators for successful achievement of each outcome will be identified.

N. Sanpete (continued)

Six secondary teachers will each be provided 30 days employment this summer to identify the specific academic knowledge and competencies students should be able to demonstrate at the end of grade twelve. For each subject and for the specific processes in each subject, teachers will ask several selected essential questions. Six other teachers will be provided 30 days to complete work on the indicators for each desired exit outcome, develop strategies to track student progress, and develop remediation strategies.

NORTHEASTERN UTAH EDUCATIONAL SERVICES (N.U.E.S.)

Project Title: **FIFTH ANNUAL INSTITUTE FOR SCHOOL IMPROVEMENT**

Project Director: Roger Brown

Purpose: Conduct the 5th annual Institute for School Improvement training workshops throughout Utah, continuing to meet identified needs with indepth workshops, primarily through the summer but also as feasible during the 90-91 school year.

The goal of this project is to continue meeting training needs, as identified through assessments, through review of effectiveness literature and research, and through actual registrations for workshops offered.

Efforts will also continue to prepare Utah educators as trainers in areas where it appears there will be a continuing need, such as Cooperative Learning, Learning Styles, Reality Therapy/Control Theory, Self-Directed Learner, Reading in the Content Area, and so on.

The prime purpose/criterion for selection of trainers is to provide excellent training, resulting in changes which bring about improved student learning. An increasing number of the workshops are being conducted by Utah educators, but when the need for excellence requires trainers from elsewhere, ISI brings in the best to be found.

Workshops will be held in various places throughout the state, located to facilitate attendance of those interested, to the extent feasible. Summer training will be concentrated in four weeks. This year, a special effort will be made to provide training during the school year, especially that for teachers. This will mean regional training, close to those being trained, and scheduling training at such times as on afternoons of shortened days, on Career Ladder days, in the evenings, and on Saturdays. We will also be exploring the use of distance learning technology as an approach to providing needed training.

NUES (continued)

Directors of the Regional Education Service Centers will provide support services, arrange for participant evaluations, and provide necessary follow-up for those workshops held in their regions. The Northeastern Educational Services (NUES) will continue as project agent. Administrative and business support, as well as pre-registration will be handled through NUES.

Workshops will be scheduled on a tentative basis, their actual implementation dependent on adequate registration, unless more definite and complete funding can be obtained. Registration forms for the summer of 1991 will be due to be returned about May 1, 1991. This will provide time to determine which workshops have sufficient enrollment to be held, and to get that information out to all schools before school closes in late May and early June.

PROVO SCHOOL DISTRICT

Project Title: **PREPARING OBJECTIVES FOR A COMPUTERIZED MANAGEMENT SYSTEM**

Project Director: Marlin Palmer

Purpose: Joaquin Elementary School teachers will prepare objectives, defining expectations of success, which will be input into a new computerized student progress tracking system.

An OBE leadership team will be organized, including a teacher leader, faculty representative, special education representative, principal, and a district representative. The team will be trained in OBE, and will be the planning and training team for the school. The faculty will be trained in effective OBE principles. Using Utah Core Curriculum as a base, teachers will work in grade level teams and extended teams to establish learning expectations, including the addition of enrichment outcomes and the softening of grade-level lines. In order to have aligned curriculum and to encourage aligned instruction, they will also develop and/or adopt criterion-referenced assessments and supporting instructional materials which correlate with student learning outcomes. These items will then be entered in the computer support system.

PROVO SCHOOL DISTRICT

Project Title: **PORTFOLI0 ACTION PLAN**

Project Director: Kathy Hughes

Purpose: Provo will plan the implementation of a portfolio program, including the training of future trainers of the portfolio system, to develop a balanced assessment program which includes a qualitative measure of student performance, a "final exhibition of mastery."

Provo sees Outcome-Based Education as a perfect model to encourage the kind of enhanced outcome behavior where outcome criteria is fully communicated to students. Under a portfolio plan, all students would know in clear terms what outcomes are expected. Student diversity and variation in accomplishing objectives is encouraged as long as the outcome criteria are met. Under a portfolio system, outcomes are clear and unambiguous.

A Portfolio Task Force will be organized and trained. They will evaluate recommendations of the K-12 competency-based curriculum action planning team to see where portfolios fit, will define/develop standards of measurements for portfolio evaluation, evaluate portfolio programs elsewhere, bring in experts to assist, and develop trainer materials. One or more sites will be selected for piloting the program, and revisions to training and materials will be made to reflect lessons learned in the pilot. A long-range plan for portfolio strategies implementation will then be developed.

Funds will be used to cover costs experts brought in to help, initial training of trainers, piloting, and development of a long-range plan

SAN JUAN SCHOOL DISTRICT

Project Title: **INSERVICING TEACHERS IN EFFECTIVE INSTRUCTIONAL STRATEGIES UTILIZING DISTRICT TRAINERS**

Project Director: Mel Walker

Purpose: Develop district trainers in Peer Coaching, Cooperative Learning, Thinking Skills, and Reality Therapy.

This project will help the district continue to follow its master plan for school improvement, strengthening skills in some areas and moving into additional skill areas. The main activities for 1990-91 will include:

San Juan (continued)

1. Peer Coaching with selected teachers to improve utilization of effective instructional strategies, especially emphasizing Cooperative Learning, Thinking Skills, and Reality Therapy.

2. Follow-up inservice for selected trainers will be conducted as necessary.

3. Follow-up inservice will be conducted for teachers in the areas of emphasis.

Project funds will be used to pay for substitutes for trainers while they conduct peer coaching, for trainers follow-up training, and for the time of trainers and teachers in workshops held during the summer and after school. Local funds will be used to assist teachers in attending district workshops, and to pay for project supplies.

SOUTH SANPETE SCHOOL DISTRICT

Project Title: **ENHANCING STUDENT DECISION MAKING**

Project Director: Lynn Willardson

Purpose: The purpose of this project is to use Reality Therapy to develop a caring,nurturing environment in which children are loved and strengthened and to thereby empower students to take control of their lives, learn to make choices which are productive for them, and develop a high level of self-esteem.

Reality Therapy addresses five of the six outcomes contained in the five-year vision statement and action plan adopted by the South Sanpete School Board. A comprehensive approach to incorporating this approach in throughout district schools will be utilized, training all certificated staff and all support staff, as well as providing orientation to parents and community members. Twelve teachers will be selected to become trainers, and will attend the Reality Therapy workshop of the Institute for School Improvement. They will then provide a three-day inservice and two half-days of inservice to the professional staff during the 1990-91 school year. They will provide the same training opportunity for the district support staff. Students will be educated to use Reality Therapy at school, in the home, and in community settings. Reality Therapy will be integrated into the instructional process. Parents and community members will be familiarized with the program and its purposes at Back to School Nights, through information packets delivered to parents, and in training sessions offered to parents.

WAYNE DISTRICT

Project Title: **EMPOWERING STUDENTS THROUGH TEACHER IMPROVEMENT**

Project Director: Bob Painter

Purpose: This project will result in improving classroom instruction and management,implementing proven ODDM practices, and creating a positive learning environment within the district.

A teacher trained in the Utah Mentor Academy will become the district's mentor leader, assisting all educators within the district. She will be freed from her teaching assignment for a half day each day to provide this leadership, facilitating workshops and providing inservice training for all 33 educators within the district. She will conduct classroom visits, peer coaching, and one on one counseling and will become an on-site role model in effective educational practices. She will be trained in the SET evaluation to provide formative evaluations of new teachers, and will also continue in the Mentor Academy for the 1990-91 school year.

PRODUCTIVITY PROJECT STUDIES: INSTRUCTIONAL PROGRAM

BEST COPY AVAILABLE

"In order for students to function fully as competent, productive, caring and responsible citizens they must attain to a level of education that will qualify them for meaningful and rewarding work. According to statistics provided by Utah Employment Security, the number of jobs requiring 6 months or more training beyond a high school education will grow by 7% in the next five years over the last five years. This trend will continue. In light of this trend, it is not enough for education to be content with being able to attract 10% of adults over 18, in any given year, to come back to school to finish their high school education."

Joe Rickards, Special Projects Manager
Granite School District - 1990

PRODUCTIVITY PROJECT STUDIES: INSTRUCTIONAL PROGRAMS

THE PAST

Based on the 1981 Legislative appropriation of $200,000 for studying educational productivity, the State Board of Education, with input from the Legislative Productivity Committee, developed a set of standards and guidelines for the productivity program.

Washington and Weber School districts were selected and funded in the 1981-82 school year and again in the school year of 1982-83. Both of these projects involved extended school day programs.

The 1983 Legislature appropriated $300,000 for further productivity studies. Five local school districts received allocations from this appropriation: Davis, Provo, Salt Lake City, and Washington-Weber (a joint project).

The 1984 Legislature appropriated $1,000,000 for further productivity studies. Eighteen proposals were funded involving 16 local school districts plus two education service centers: Alpine, Box Elder, Cache, Carbon, Davis, Garfield, Jordan, Logan, Nebo, North Sanpete, Ogden, Provo, San Juan, Washington, Weber, plus Northeastern Utah Educational Services (ten districts) and the Southeastern Education Service Center (four districts).

The 1985 Legislature appropriated $1,200,000 for further productivity studies. Twenty-seven proposals were funded involving 28 local school districts (17 local school districts plus two education service centers): Alpine, Cache, Carbon, Davis, Garfield, Logan, Murray, Nebo, North Sanpete, North Summit, Park City, San Juan, Sevier, South Sanpete, Tintic, Uintah, Weber, plus Central Utah Educational Services (seven districts) and Northeastern Utah Educational Services (ten districts).

In the spring of 1986, the Legislature appropriated $1,400,000 for further studies. Thirty-three projects, involving 32 local school districts, were funded.

In 1987, the Legislature appropriated $1,437,000 for productivity studies. $985,160 of these funds were allocated for productivity projects related to instructional programs. ($100,000 was designated for Classified Personnel, $300,000 for the Incentives for Excellence Programs and 5% of the remaining funds were designated for the Promoting Excellence and Efficiency in the Public Schools program.) Twenty-nine projects, involving 27 school districts, were funded.

Projects included year-round school models, extended-day programs, distance learning projects, concurrent enrollment projects, computer assisted writing labs, laser disc applications, early reading projects, paraprofessional/volunteer support projects, and mastery learning projects.

The 1988 Legislature appropriated $1,437,700 for further studies, expansion and development of educational productivity in Utah. $985,160 of these funds were allocated for productivity projects related to instructional programs.

All school districts were eligible and invited to participate in the 1988-89 Productivity Project Studies program. To receive funding, districts, schools and teachers prepared proposals which summarized projects that were focused on increasing instructional productivity in the public schools. Types of projects include 1) innovative and development projects, 2) planning projects, and 3) replication projects.

Thirty-five Productivity Project Studies: Instructional Programs were funded for FY 88-89 through the Utah State Office of Education. These projects represent the efforts of 32 school districts.

In 1989, the definition and categories of the Productivity Project Studies: Instructional Program were changed. "Productivity" means improving the quality of educational programs while serving more students with the same or less money or serving the same number of students with less money.

Applications were funded from 25 districts and three regional service centers under the following categories:

Innovative/Differentiated Staffing: programs that enable more efficient and cost-effective instruction and management of students through flexible and innovative staffing patterns, i.e., the use of paraprofessionals and volunteers;

Accelerated Pace: programs and processes that help students to accelerate completion of state and local curricula or graduation requirements, or both;

Scheduling Options: programs that serve students through the innovative, efficient, and cost-effective restructuring of school or classroom schedules, or both;

Home/School/Community Partnerships: educational programs and processes that demonstrate significant cooperation between schools, homes, business, government agencies, and service organizations;

School/Classroom Management: programs and processes that reduce administrative time and costs and allow more time and money for effective instruction.

Projects funded include a planning project for instructional telecommunications between urban high schools, a project to train teachers to use a computerized, instructional delivery system which provides lesson plans, evaluation instruments, media resources and student information, and foreign language projects which will cross-train teachers in other languages and develop proficiencies for assessing language skills. Writing projects, social studies curriculum writing, extensions of the Interactive Videodisc Consortium, and a cooperative teaching project were among other projects funded.

A statewide evaluation of the Productivity Project Studies: Instructional Program was conducted. Information was obtained from Utah State Office of Education files, surveys, telephone interviews and on-site visits. The results of this evaluation provided information about the impact Productivity Projects have had on the quality, efficiency, and productivity of the instructional process and delivery of instructional services in Utah's public schools. The study also addressed the impact of Productivity Projects on student outcomes, educational accessibility and equity, innovative practices which have emerged, and the dissemination of successful projects.

THE PRESENT

In 1990-91 legislative appropriation was $980,815. Fifty Seven projects were funded from the 171 applications received. The funded projects represent the areas of curriculum revision, enhancement of science and math programs, restructuring, cooperative learning, technology assistance in the classroom school/parent partnerships, and infusing higher order thinking skills into instruction.

Three schools were approved for restructuring grants, One elementary, one middle and one high school. The funding was approved for 3 years, contingent upon the availability of funds.

THE FUTURE

The 1991-92 funding should remain at the same level as the 1990-91 year. Productivity continues to provide opportunities for those in public education to plan, implement and evaluate quality programs.

For further information regarding Productivity Project Studies: Instructional Programs contact:

Project Assistance Services Section
Utah State Office of Education
(801) 538-7828

1990-91 PRODUCTIVITY PROJECT STUDIES: INSTRUCTIONAL PROGRAM

ABSTRACTS SUMMARY

ALPINE SCHOOL DISTRICT

Project Title: **CREATING RESPONSIBLE CITIZENSHIP IN ELEMENTARY "AT RISK" STUDENTS**

Project Director: Wayne Crabb

This project will increase student responsibility and accountability by providing daily goal setting and self-assessment sessions with teachers and other staff. Staff will receive training in management techniques and will work with the school counselor and a tracker to assist students. Parents will participate in classes and drug-use prevention workshops.

ALPINE SCHOOL DISTRICT

Project Title: **EXTENDED INTERACTIVE LEARNING**

Project Director: John Childs

This project will award credit based on demonstration of mastery, empower students to make independent learning a reality, involve parents with the school program, provide one-on-one teacher-student mentoring, and assist those students who choose early graduation from high school. The program will provide teachers with the information they need to make productivity, not seat time, the determining factor for the awarding of credit.

ALPINE SCHOOL DISTRICT

Project Title: **THREE FOREIGN LANGUAGE VIDEODISC PROJECTS**

Project Director: Brian Page

This project will make newly developed technologies available to teachers statewide at a very low cost. Three mini-projects will: 1) transcribe Britannica French materials and make them usable on videodisc with barcodes in several computer formats, 2) transcribe Britannica Spanish materials into the same formats usable to secondary teachers, and 3) develop an exploratory foreign language videodisc for grades 4-7 to be used by non-language teachers to develop interest in foreign language study.

ALPINE SCHOOL DISTRICT

Project Title: **BECOMING A CRITICAL THINKING SCHOOL**

Project Director: Kathryn Spencer

The purpose of this grant is to provide intense quality training to teachers in the area of critical thinking and problem solving skills. A team of teachers will be trained through an ASCD workshop, and they will train the remainder of the staff. This school will then network with other district schools and provide strategies to go into the district curriculum bank. Cascade will also network with Manti and Wasatch Elementaries which are already involved in the ASCD Thinking Skills Consortium.

ALPINE SCHOOL DISTRICT

Project Title: **ENHANCEMENT OF SCIENCE AND MATH USING LEGO TC LOGO THROUGH A COLLABORATIVE EFFORT OF SCHOOLS AND BUSINESSES**

Project Director: Gary Seastrand

The purpose of this project is to promote interest and excellence in the teaching of science, math, and computer education by implementing a collaborative partnership between Hillcrest Elementary, Orem High, Brigham Young University Society of Women Engineers, Electronic Kits International and Utah Power and Light. Two innovative programs will be implemented, including Lego TC Logo, which combines LEGO building materials and the logo programming language. Students become involved in higher order thinking skills and explore multiple areas of science and math with exciting, hands on materials. The second component is centered on team work in electronics, guided by students from Orem High School and the Society of Women Engineers using 30 different electronics experiments.

CACHE SCHOOL DISTRICT

Project Title: **PLANNING FOR A COOPERATIVE LEARNING DEMONSTRATION CENTER**

Project Director: Steve Zsiray

Teachers at North Park Elementary School will plan for a cooperative learning demonstration lab which will provide critical social skill interactions between classroom peers, and with off-track year-round middle school peers, and will become a cooperative learning/tutoring center for interested educators and university trainees in the northern Utah area.

CACHE SCHOOL DISTRICT

Project Title: **RESTRUCTURING THROUGH ACTION RESEARCH**

Project Director: Prent Klag/Thomas Shuster

This project will explore, develop, and disseminate an action research-based, process model of restructuring at the Edith Bowen Lab School. Action research is a model which involves teachers in a process of planning, acting and observing, reflecting on the consequences of the action, and beginning the process again. During the first year of the project funds will be used to engage in a systematic planning process to outline specific projects, goals and evaluation plans before beginning the implementation efforts.

(This project is being funded under the Productivity Restructuring category. Restructuring grants are limited to one per level in a given year, with funding limited to $5,000 for the planning year, and up to $40,000 per year for two years of implementation. Projects at the high school and middle school levels were funded previously.)

DAVIS SCHOOL DISTRICT

Project Title: **PEER COACHING PROGRAM**

Project Director: Ann Keller

Davis District is in the process of overhauling the teacher evaluation process from being strictly an accountability system to one that will encourage teachers to change and improve their teaching skills and thus increase student learning. This project would train 100 pairs of colleagues in peer coaching, thus allowing them to share their craft knowledge and provide professional championship, feedback, support and assistance for the purpose of refining present skills and learning outcomes.

DUCHESNE SCHOOL DISTRICT

Project Title: **UTE INDIANS IN OUR SOCIETY**

Project Director: Kayleen Silver

For the first time in twenty-five years, the Ute Nation has authorized an Anglo to write for them to create elementary lessons about the Utes. Kayleen will work with the Ute Nation, the Museum of the American West, and BYU's Elementary Education Graduate Department and Computer Science Department in developing materials which will be piloted in 40 schools. Elementary teachers will have accurate materials for empowering Indian and non-Indian students to deal with cultural differences.

GRAND SCHOOL DISTRICT

Project Title: **ACHIEVEMENT PLUS**

Project Director: Diana Messick

Three schools will participate in this project to improve student accountability and responsibility by putting in place a systematic intervention plan linking social behavior and academic achievement. In addition, the middle school will have an alternative classroom staffed by teachers to provide more intensive interventions for at-risk students.

GRANITE SCHOOL DISTRICT

Project Title: **CO-OP EXPANSION: IMPROVING STUDENT PERFORMANCE THROUGH A VARIETY OF TEACHING AND BEHAVIORAL INTERVENTIONS**

Project Director: Parley Jacobs

This student accountability project teams resource teachers and regular teachers co-teaching in large classes. The subject matter is covered by the regular teachers, while the resource teachers address study strategies and social skills. All participating teachers receive in-service in teaching and management strategies.

GRANITE SCHOOL DISTRICT

Project Title: **CO-OP LEARNING: INCREASING STUDENT SUCCESS THROUGH GROUP SIMULATIONS AND ACCOUNTABILITY**

Project Director: Joan Schuller

The purpose of this project is to expand the cooperative learning program by emphasizing a student-centered group approach to learning. Resource teachers team with history and science teachers to provide instruction in content areas and learning strategies. The new focus will be on small groups of mixed ability students working together to complete projects. This program emphasizes a necessary, real world, cooperative group approach.

GRANITE SCHOOL DISTRICT

Project Title: **INTEGRATING APPROACHES TO TEACHING KINDERGARTNERS AND FIRST GRADERS TO READ/WRITE**

Project Director: Marilyn Copeland

It is the purpose of this project to formulate patterns of instruction which will maximize the strengths of three different reading instruction approaches in ways which will address diverse student learning styles. The reading program will combine instructional elements from a basal series, Writing to Read©, and whole language. Data will be gathered, including student work samples, and analyzed by evaluators from the school district, USOE, U. of U and IBM.

GRANITE SCHOOL DISTRICT

Project Title: **HIGH SCHOOL COMPLETION UTILIZING INSTRUCTIONAL TELEVISION FOR ADULTS**

Project Director: Pat Gurr

This grant will fund a Consortium of 9 districts and 2 community colleges in field testing an adult instructional television high school completion project, evaluating various methods of student support including telephone call-in, learning center drop-in, at home viewing, in-school viewing, telecourse guides and discussion groups. Extensive data will be gathered, leading to development of a marketing plan for statewide implementation.

GRANITE SCHOOL DISTRICT

Project Title: **SATELLITE TELE-LEARNING WITH THE SOVIET UNION AND THE UNITED KINGDOM**

Project Director: Paul McCarty

A satellite link-up exists between Hill View Elementary and a Soviet elementary school. Regular communications exist between students in the two schools. This project will allow for expansion of contacts to include Scottish, English and Dutch classrooms. The telecommunication specialist will prepare lesson plans on American culture to be transmitted via electronic mail to the other sites. Foreign teachers will use the lesson plans and transmit similar plans relating to their cultures back to Hill View.

GRANITE SCHOOL DISTRICT

Project Title: **ARTS EDUCATION REFORM PROJECT**

Project Director: Margaret Landvatter

The purpose of this project is to formulate a plan and develop teaching materials to increase participation in the arts. This grant will provide for planning, training and inservicing, soliciting cooperation between teachers, community artists, and university students, and finalizing curriculum plans for future use.

GRANITE SCHOOL DISTRICT

Project Title: **IMPLEMENTING CRITICAL AND PROBLEM SOLVING THINKING SKILLS IN ACADEMIC CLASSES, GRADES 7-12**

Project Director: Elwood M. Clayton

Granite School District is pioneering instructional techniques to train teachers how to teach specific thinking skills. This project follows a planning grant which provided resources to plan materials, methods, techniques and timelines to teach critical and productive thinking skills in secondary grades using an interdisciplinary planning team. This grant will provide training to teachers in several different strategies including the use of inductive and deductive methods, incorporating specific thinking strategies into content curriculum, and teaching students to approach core concepts from an awareness of their own thinking process as well as from an academic orientation. After further development of the strategies, the Granite team will share strategies with teachers statewide and provide inservice opportunities to other districts. This project addresses the intellectual development implementation priority category.

JORDAN SCHOOL DISTRICT

Project Title: **INTERDISCIPLINARY STUDIES**

Project Director: Connie Christensen

This project at Brighton High is an outgrowth of an interest among Jordan District teachers in re-examining curriculum ala Sizer's model. A team of teachers has studied the restructuring literature and made plans to offer a two-period interdisciplinary class with an enrollment of 75-85 seniors selected on the basis of varied interests and academic background. It will be team-taught by current department head teachers of English, social studies, and science, and enriched by teachers of the performing and fine arts and creative writing.

JORDAN SCHOOL DISTRICT

Project Title: **C2PC MATHEMATICS COURSE IMPLEMENTATION**

Project Director: Cheryl Henricksen

The C2PC mathematics course is intended for high school sophomores and juniors who have successfully completed Algebra I, Geometry, and Algebra II. Computers and graphing calculators are used to quickly produce very accurate graphs of functions, conic equations, polar equations, parametric equations and surfaces (functions of two variables. This highly geometric approach to problem solving and precalculus mathematics is designed to strengthen students' understanding of math and increase the portion of college freshmen prepared to begin their collegiate math study with calculus or its equivalent.

JUAB SCHOOL DISTRICT

Project Title: **DEVELOPMENT OF TEACHER COMPETENCY STANDARDS IN EIGHT TEACHING (LEARNING) STRATEGIES**

Project Director: Kirk Wright

Juab District has developed a cadre of qualified instructors in several research based strategies such as Cooperative Learning, Reading in the Content Area, and Precision Teaching. This project will allow these trainers to develop staff competency standards for each of the teaching strategies. District teachers, on a volunteer basis, can receive training, show competency through written and performance components, and move to the appropriate outcomes driven professional lane.

JUAB SCHOOL DISTRICT

Project Title: **INCREASING PRODUCTIVITY THROUGH COMMUNITY AWARENESS AND INVOLVEMENT**

Project Director: Steven Olsen

This project will increase community awareness of the ODDM model by training staff members to conduct cottage meetings with community members. A volunteer family with background in the ODDM project invites several of their neighbors and friends into their home for an evening meeting with representatives (usually 3) from the school to share and discuss concepts of progress, school philosophy and school practice.

JUAB SCHOOL DISTRICT

Project Title: **TRAINING TEACHERS IN EFFECTIVE TEACHING STRATEGIES**

Project Director: Steven Olsen

This project will provide "prime time" classes for teachers in teaching strategies which have been shown to be exceptionally effective in bringing about desired student exit behaviors. Inservice activities at the beginning of the school day involve staff when they are fresh and communicates the message that the district considers this training to be very important.

LOGAN SCHOOL DISTRICT

Project Title: **CROSS-AGE TUTORING: A STRATEGY THAT WORKS WITH UNDERACHIEVING STUDENTS**

Project Director: Richard Jensen

This project will target two different groups of youth. Data support the fact that when underachieving older students are given the responsibility for tutoring under-achieving younger students, the learners, or younger students, evidence standard levels of improvement in academic areas. However, the tutors show remarkable improvement in school achievement, attendance, and self-concept. Grant funds will allow implementation in all district schools, with district commitment to continue the program in the future.

MORGAN SCHOOL DISTRICT

Project Title: **A LIFE STYLE CHANGE**

Project Director: Dale Porter

Our only hope of succeeding with technology in the classroom is a knowledgeable classroom teacher. Even though computer technology has been available for over a decade, a majority of teachers do not have a working understanding of the computer and related technologies. The essence of education is people, not technology, and until there is a life-style change in the lives of teachers, technology will not have the impact in education consistent with its potential. This project will change the incentive system for teachers. Teachers will be invited to attend inservice courses with the intent of learning computer skills, certifying that they are competent computer users, and potentially receiving ownership of their own computers rather than the conventional remuneration for such training. A five year evaluation component will provide information about behavior changes relating to the infusion of technology into the classroom.

MURRAY SCHOOL DISTRICT

Project Title: **IMPLEMENTATION OF COOPERATIVE LEARNING IN GRADES K-12**

Project Director: Martha Kupferschmidt

During the 89-90 school year the majority of teachers and administrators in Murray started training in cooperative learning. This grant will give support for full implementation of the cooperative learning strategies, focusing on Spencer Kagan's model. The grant will provide training at all levels, media materials, and establishment of a district-wide network for peer coaching.

NEBO SCHOOL DISTRICT

Project Title: **SCHOOL PARENT/PARTNERSHIP MODEL**

Project Director: Dean Rowley

This project will improve school/home communications through an interactive computer-based system using electronic mailboxes which parents and others can access via the telephone. Relevant information on student educational progress and school events can be entered by teachers and staff. Messages can be general for class and school wide use, or individualized per student. Parents can access the system anytime, and can leave messages for staff.

As soon as the system was initially installed and others started hearing about it, demands for demonstrations proliferated. The needs for a fully functioning system which would allow for simultaneous out-calling and in-calling also became clear, and that prompted the request for additional funding. The project includes an evaluation component which will give information regarding how the system impacts the school, the involvement of parents, and what the potential is for use by other schools.

NEBO SCHOOL DISTRICT

Project Title: **COOPERATIVE LEARNING STAFF DEVELOPMENT**

Project Director: Phil Bird, Debra J May

Nebo School District has been focusing on developing better instructional methods. This grant will assist them in training teachers in Cooperative Learning strategies and developing a cadre of district trainers. These trainers will eventually offer training, as well as mentoring, to all other district teachers. The district's goal is to increase learning, retention, and critical thinking through use of strategies which develop positive interdependence, individual accountability, social skills and group processing. This project addresses two *Shift in Focus* priority areas--intellectual development and individual responsibility and accountability.

NEBO SCHOOL DISTRICT

Project Title: **JUNIOR HIGH LEVEL/JAPANESE LANGUAGE COURSE**

Project Director: Larry Kimball

This project will provide for writing and validating a course of instruction to be used in teaching Japanese at the junior high level. Japanese is currently being taught at the high school level in Nebo and Murray Districts. Beginning in May, the Japanese government will satellite to Utah a series of 26 Japanese language tapes. This grant will provide for evaluation of these instructional tapes as well as the selection of appropriate enrichment materials for use by instructors who may not have advanced level language certification.

NORTH SANPETE SCHOOL DISTRICT

Project Title: **ASSESSING COGNITIVE AND EFFECTIVE STUDENT PERFORMANCE USING "AUTHENTIC" MEASURES**

Project Director: Avrin Brothersen

What we assess and for what we hold students and teachers accountable determine the quality and quantity of learning in public schools. This project will identify and develop "authentic" or performance based assessment strategies which provide clear and convincing evidence that students possess academic knowledge, academic competencies, and desired effective learner outcomes. Strategies to certify and guarantee student adequacy in these three areas will be developed by K-12 teachers.

NORTHEASTERN UTAH EDUCATIONAL SERVICES (NUES)

Project Title: **TELE-TEACHING COLLEGE RUSSIAN TO RURAL UTAH SCHOOLS**

Project Director: Todd Stubbs

This project will support college level instruction of Russian, a less commonly taught language, in rural schools in Northeastern Utah. UVCC has agreed to provide a high quality Russian program for students in the EDNET NUES area, and will include teachers desiring additional certificate endorsement. Participating schools will assume the responsibility of training and funding local classroom supervisors.

NORTHEASTERN UTAH EDUCATIONAL SERVICES (NUES)

Project Title: **PHASE ONE: RESC PLANNING FOR INTERACTIVE TECHNOLOGIES IMPLEMENTATION**

Project Director: Todd Stubbs

This planning grant will provide training for the technology specialists at the four Regional Service Centers. They will work collectively to plan for demonstrating and inservicing the schools in the regions on emerging interactive technologies.

OGDEN CITY SCHOOL DISTRICT

Project Title: **IMPLEMENTATION OF PRINCIPLES OF COALITION FOR ESSENTIAL SCHOOLS FOR AT-RISK NINTH GRADE STUDENTS AT BEN LOMOND AND OGDEN HIGH SCHOOLS**

Project Director: Milt Kendrick

During the 89-90 school year Ogden committed to planning a project to reduce class size, provide for a schedule of collective planning time and teamwork in outlining intellectual and imaginative powers and competencies that students need, and creating lesson plans, instructional strategies, and activities. Each High School has employed two additional teachers with local funds. Grant funds will provide inservice training, supplies, and support for networking with schools around the US engaging in similar restructuring efforts.

OGDEN CITY SCHOOL DISTRICT

Project Title: **EDUCATION ENHANCEMENT THROUGH APPLICATION OF DISTANCE DELIVERY TECHNOLOGY AND COURSE DEVELOPMENT**

Project Director: Nancy Granducci

This implementation project follows a planning grant and will create the only urban Distance Learning project in Utah with audio and video capability. The grant provides for equipment phase-in, course development, and course evaluation. Foreign language courses which have insufficient enrollees at any one high school will be used as pilots, with expansion planned to allow distance education classes to be taught by a collaboration of outstanding teachers from several area high schools, Ogden ATC, and Weber State University.

PROVO SCHOOL DISTRICT

Project Title: **RUBBISH: THE CURRICULUM OF RECYCLING**

Project Director: Carl Davis

This project at Grandview School is an interdisciplinary effort intended to assist students in developing creativity, inference, observation, decision-making and analytical skills. The plan is to recycle the curriculum and come out with a better curriculum product. This improved product will result in a society that will have to be more competent in its waste disposal, more productive in its recycling efforts, more caring about the environment and more responsible to the needs of the planet.

PROVO SCHOOL DISTRICT

Project Title: **ENHANCING TEACHING STRATEGIES AND STUDENT LEARNING THROUGH COOPERATIVE LEARNING**

Project Director: Kathryn Luke

This grant will provide funds to fully implement Cooperative Learning instructional strategies in schools where teachers have experience and training, but where more intensive training is necessary to provide for solid performance and understanding of the practice in all grades and in all specialty assignments.

PROVO SCHOOL DISTRICT

Project Title: **CREATING A TRUE MIDDLE SCHOOL**

Project Director: Peg Roland

This project has been funded as a potential three-year restructuring project. Staff at Dixon Middle School believe that there are essential features of a true middle school which are not in place. Two years of planning are complete, including an educational phase and a strategic planning process. Recommendations from the strategic planning task force have been made. This grant will provide a means for the faculty to plan the details of implementation and put an action plan in place. This project takes as its foundations the SIF principle of personalization and relies heavily on the Carnegie report on middle school education. *As a restructuring grant, this project will have priority as an implementation grant next year.*

PROVO / ALPINE / NORTH SANPETE DISTRICTS

Project Title: **PORTFOLIO ACTION PLAN**

Project Director: Kathy Hughes

This collaborative project, based on Grant Wiggins "portfolio" model, will provide balance to testing programs by establishing a qualitative student performance component. Each of the three districts has done research in different portfolio methods, and they recognize the need to collaborate to expand the effectiveness and efficiency of the program. Grant funds will be used to further refine the model, provide inservice to teachers, and implement the portfolio process.

PROVO SCHOOL DISTRICT

for twenty (20) school districts

Project Title: **UTAH MENTOR TRAINER PROJECT**

Project Director: Sandra Hemmert

This project is designed to continue developing a cadre of mentor trainers in the state. These trainers will train mentors/consultants in their respective districts to work with beginning and less experienced teachers and those who are ineffective. Participants receive information from state and national consultants, develop inservice plans for their districts and a generalization plan for using the information personally in their own teaching assignments. Training covers six areas: interpersonal relations, knowledge base, modeling, inservice, consultation and facilitation.

PROVO SCHOOL DISTRICT

Project Title: **A TRI-DISTRICT BUSINESS/EDUCATION PARTNERSHIP - A COLLABORATIVE DESIGN**

Project Director: Vern Brimley

The three districts in Utah County are committed to cooperative relationships. This project will allow them to organize and promote a tri-district partnership. A Provo-District-only alliance is restrictive and causes some business people difficulty in determining how they can contribute to one district when they may be located in one, have children attending in another district, and have general concerns for education in the county. The partnership will explore areas where combined efforts will save money and where the needs of business / work force / education mesh.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **INFUSING THINKING INTO THE CURRICULUM**

Project Director: James E. DeNeff

This project will explore the use of graphic organizers in raising students' critical thinking skills in three areas: social studies, reading and math. Graphic organizers encourage students to see information as components of a system, rather than as isolated facts. This project will start at Backman Elementary where teachers will use a training, observation and coaching model in developing a supportive team. They will then move into full implementation and start training teachers at Jackson Elementary.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **INSTRUCTIONAL RESOURCES FOR USE WITH THE GRAPHICS CALCULATOR AND PROJECTOR ADAPTOR**

Project Director: Larry W. Stott

The calculator industry has developed hardware with the potential to make the teaching of math concepts more effective and efficient, but textbooks provide little instructional support for practical classroom use. This project will develop instructional materials for math teachers which will greatly facilitate the teaching of various graphing and trigonometric functions and algebraic concepts. The project will research existing technology and support materials, identify math concepts appropriate for use with graphics calculators, develop materials for teaching concepts, pilot test the resources and evaluate their effectiveness, and provide inservice.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **DEVELOPMENT OF A STATE-WIDE MARC DATABASE FOR LIBRARY MEDIA PROGRAMS**

Project Director: Marian Karpisek

This project will make machine readable records available to all schools in the state. A data-base will be created using commercial programs, the Salt Lake City District holdings, and original cataloging for books not on commercial sources. This data-base will be transferred to CD ROM. This project will allow any library media person to efficiently computerize the collections and reduce non-teaching activities.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **PROGRAM DEVELOPMENT FOR TUTORING AT-RISK STUDENTS**

Project Director: Ron Lamb

This project will fully implement a project started in the previous school year which assists students with poor academic performance. Participating schools have agreed to fund a part-time tutor coordinator from school funds. Grant funds will provide for development of curriculum, planning for tutor recruitment, and coordination with classroom teachers.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **FINE ARTS PROGRAM**

Project Director: Sydney McDonald

Building on a previous planning grant, this project will create a scholarship fund to send needy students to arts programs at the University of Utah, provide an art history assembly program to any elementary school in the district wishing to participate, and heavily infuse music, dance, drama and visual arts into the curriculum at Bennion Elementary.

SAN JUAN SCHOOL DISTRICT

Project Title: **IMPLEMENTING YEAR ROUND EDUCATION IN A SECONDARY SCHOOL**

Project Director: Ronald K. Barlow

Whitehorse High School will be the first high school in Utah to begin a year round schedule. The staff has been planning for the change for 18 months. This grant will provide funding so teachers at Whitehorse High and Montezuma Creek Elementary can finalize plans, develop schedules, compile a parent handbook and develop curriculum for this change to year-round scheduling, which they believe will increase student achievement within the first year.

SAN JUAN SCHOOL DISTRICT

Project Title: **DEVELOP NEW STUDENT ASSESSMENT METHODS TO RESTRUCTURE HIGH SCHOOL SCHEDULE**

Project Director: Hal M. Jensen

This is a *multi-year restructuring* project to implement a major change in the structure and organization of the high school and high school schedule by changing the way students' achievement is assessed. The planning year will be spent reviewing research and examining various ways student achievement and competency can be evaluated. Year II will implement the use of senior projects and portfolios to meet graduation requirements and scheduling alternatives will be developed. Year III will implement schedule changes needed to accommodate the new assessment techniques, integrated curricula and innovative staffing patterns.

SEVIER SCHOOL DISTRICT

Project Title: **NORTH SEVIER MIDDLE SCHOOL'S "A SHIFT IN FOCUS"**

Project Director: Boyd Gurney

North Sevier Middle School has identified a number of changes needed to restructure the educational program. This planning grant will provide resources for action planning, determining priorities, and establishing time-lines for implementation of specialized instructional methods, interactive technologies, and student education plans, among others.

SEVIER/CUES

Project Title: **EDNET PLANNING**

Project Director: Brent Thorne

The purpose of this project is to complete a master plan to expand the EDNET system to all districts in the four regional service center areas. University of Utah media services will provide technical information so each service center can develop plans related to use of the EDNET system for staff development, meetings in and among districts, and distance learning courses for students originating outside of the district served.

TINTIC SCHOOL DISTRICT

Project Title: **TRAINING FOR TEACHERS IN WRITING WITH COMPUTERS**

Project Director: Thomas Nedreberg

This project will provide inservice training to teachers and paraprofessionals in the writing process and specific word-processing software. The goal is to provide on-going training so teachers can enhance their own curriculum while learning to use computer assisted writing in all subject areas.

UINTAH SCHOOL DISTRICT

Project Title: **SHARED DECISION-MAKING FOR SCHOOL EFFECTIVENESS**

Project Director: Ken Morgan

This site-based project will enhance an atmosphere of renewal at Central Elementary through administration, teachers, students and parents being involved in an SEP program, workshops and inservice focusing on parent and community awareness and input, and efforts to develop a more positive learning climate in the school community.

UINTAH SCHOOL DISTRICT

Project Title: **INDIVIDUALIZED TEACHING PACKETS**

Project Director: A. J. Pease

This project will attempt to find a viable solution to the educational needs of at-risk students in an open-entry/open-exit setting. Based on the premise that students can become self-directed learners, the staff at Ashley Valley High School will create and test learning packets which will enable students to take ownership for how much or how little they learn within their own time frames. The packets will maximize teacher and student work time, using technology when appropriate. Students will register for one course immediately upon completion of the previous course. Collaborative ties will exist between the school, the Youth In Custody trackers, Social Services, Juvenile Court and others so that progress can occur even when a student may be located in settings other than the school.

WASATCH SCHOOL DISTRICT

Project Title: **MEDIA DEPARTMENT MULTI-TASKING**

Project Director: John Moss

This project will examine how a teacher can teach two subjects, in the same classroom, assisted by technology. Mr. Moss will have journalism students getting assignments from a computer mailbox system, writing, editing and doing layout work while the regular schedule for English students goes on simultaneously. The plan is to increase the number of students in journalism, expand the number of school publications, and make the equipment available before school to the T.V. Broadcasting students.

PROMOTING EXCELLENCE AND EFFICIENCY IN PUBLIC SCHOOLS PROGRAM (PEEPS)

"The world in which we function today, and the world in which these students will function in the future is rapidly changing. The 'old' methods are not proving successful in meeting the needs of these students. We must evaluate what we are doing, keep that which is being successful, and come up with innovative ways to make a d'fference. More of the same will not necessarily do the job. But the starting point is to know what is currently being effective and what is not."

Marilyn Baird, Principal - North Elementary
Wasatch School District 1991

PROMOTING EXCELLENCE AND EFFICIENCY IN PUBLIC SCHOOLS PROGRAM (PEEPS)

THE PAST

The PEEPS initiative was orginally created by the 1987-88 legislature by taking 5% from the allocations from Year-Round Schools, Experimental Programs, Productivity Studies and Outcome-Based Education Programs to provide incentive funding to all school districts to promote excellence and efficiency.

THE PRESENT

The total PEEPS program allocation for 1990-91 was $195,755.

To receive funding, districts or a group of districts prepared proposals that address one or a combination of the following areas:

- Evaluation of the efficiency and effectiveness of current education practices, including the education reform programs;
- Cooperative planning within a district or between districts and other educational units such as the Office, colleges, universities, regional service centers, and area vocational centers, or both;
- Projects which support and impact the Board Goals.

Twenty four PEEPS projects were funded for FY 90-91 through the Utah State Office of Education. These 24 projects were selected from a field of 68 applications submitted from 21 districts and agencies representing $649,036 in requests.

Funded applications for 1990-91 represented the following areas:

- Technology Related
- Administration/Teacher/School Productivity and Efficiency
- Curriculum Revision
- Evaluation of Current Reform Efforts
- Scheduling Options
- Strategic Planning

THE FUTURE

The amount of funding available will most likely remain stable at $190.755 or rise slightly. However, it is difficult to predict future funding levels for PEEPS because it is dependent on other reform funding. Within the two strands of PEEPS (planning, and evaluation) there is the flexibility for districts to request funding for projects which have been funded from other sources or reform areas. The PEEPS program allows for concept development without many of the restrictions of the other reform areas.

For further information regarding the Promoting Excellence and Efficiency in Public Schools Program (PEEPS) contact:

Cristi Denler
Project Assistance Services Section
Utah State Office of Education
(801) 538-7804

PROMOTING EXCELLENCE AND EFFICIENCY IN PUBLIC SCHOOLS PROGRAM (PEEPS)

ABSTRACTS SUMMARY

ALPINE SCHOOL DISTRICT

Project Title: **TECHNOLOGY EVALUATION - TRACE**

Project Director: Dr. Brian Page

Purpose: Evaluation of trACE

Evaluation of original pilot BETA sites, and determination of effect of trACE on student learning and achievement. A third party evaluator will be contracted through RFP.

ALPINE SCHOOL DISTRICT

Project Title: **PORTFOLIO EVALUATION AND ASSESSMENT**

Project Director: Margaret Mortenson

Purpose: Portfolio Evaluation

Planning for reporting progress through portfolio in one elementary, one junior high and one high school specifically in the area of Language Arts. The majority of resources will be used for consultants from Oregon, New Jersey, in state visits, teacher stipends and substitute costs.

ALPINE SCHOOL DISTRICT

Project Title: **PLANNING FOR SCHOOL-AGE CHILD CARE AT SCHOOL SITES**

Project Director: Jennie Barber

Purpose: A feasibility study for school-age child care

This project will study the feasibility, interest level and need for school age child care within Alpine School District. Included will be demographic studies, parent interest surveys, cost containment studies, survey of appropriate services related to the age of the child, survey of existing practices, survey of existing services and data analysis.

BOX ELDER SCHOOL DISTRICT

Project Title: **INCREASING ACADEMIC ACHIEVEMENT**

Project Director: Darrell K. White

Purpose: Increasing academic achievement

(Originally a Productivity Application funded in PEEPS)
Planning for single track Year-Round School for elementary schools within Box Elder district.

DAVIS SCHOOL DISTRICT

Project Title: **FIRST GRADE READING INTERVENTION PROGRAM**

Project Director: Veloy Richards

Purpose: 1st Grade Reading Intervention

A master plan will be created after a formal review of literature for remedial/corrective reading programs. A Beginning Reader Assistance Model will be developed and a pilot implementation Model will be designed. Purchased teacher time will be used to develop the plan.

GRANITE SCHOOL DISTRICT

Project Title: **MAGNET SCHOOL PLANNING**

Project Director: Elwood Clayton

Purpose: To create a master plan for a magnet school in Granite District.

A master plan will be created by educational, community, and business factions. To be addressed in the planning: criteria for student identification, efficiency of educational programs, commitment, transportation of identified students, design of curriculum, learning and teaching practices, utilization of community and business resources. The majority of financial resources will be spent on outside planning consultants, substitute costs for educators, travel to existing magnet school sites.

GRANITE SCHOOL DISTRICT

Project Title: **VOCATIONAL TRANSITION INTO THE COMMUNITY**

Project Director: Jeff Rydalch

Purpose: Evaluation of student success after vocational education

This project will evaluate the 1) current employment status of clients 2) successful and unsuccessful job placements 3) reasons for job separation 5) agency involvement after leaving the program 6) adaptive behavior competence 7) leisure activity involvement 8) basic demographic information. The data from the study will provide critical information relating to job stability, reasons for job loss, employer satisfaction and student success.

JORDAN SCHOOL DISTRICT

Project Title: **EVALUATION OF INTEGRATED LEARNING**

Project Director: Ernest J. Bianchi

Purpose: Evaluation of ILS

A third party evaluator, chosen from RFP, will be used to evaluate the Integrated Learning Systems project currently being used in elementary, middle, high-school, adult education, Chapter 1 and special education programs.

JORDAN SCHOOL DISTRICT

Project Title: **SCIENCE AND TECHNOLOGY INSTRUCTION IN AN AEROSPACE ENVIRONMENT**

Project Director: John W. Barainca

Purpose: Aerospace environment instruction

(Originally a Productivity Application funded in PEEPS)
Planning for expansion of STARLAB and ways to involve community, universities, technology industries for future success of the Science Lab.

JUAB SCHOOL DISTRICT

Project Title: **INTEGRATING HIGHER COGNITIVE SKILL INTO JUAB'S EFFECTIVE TEACHING PROGRAM**

Project Director: Kirk L. Wright

Purpose: Higher cognitive skills

Formulation of a three-year district plan for implementation of higher order thinking skills into units and lesson plans. The majority of the funds will be used to purchase teacher days to construct this detailed plan.

JUAB SCHOOL DISTRICT

Project Title: **PLANNING FOR EDUCATIONAL TECHNOLOGY INITIATIVE**

Project Director: Kirk L. Wright

Purpose: Master Plan for Technology

A committee will be formed to create a master plan for use of the Technology Initiative funds. A mission statement, student exit behaviors and expenditure of funds will be addressed. The funds will be used to purchase teacher days.

KANE SCHOOL DISTRICT

Project Title: **PLANNING AN OBE MATH PROGRAM FOR HIGH SCHOOL AND ELEMENTARY**

Project Director: Shirl W. Spencer

Purpose: Math alignment planning

(Originally a Productivity Application funded in PEEPS)

Planning for K-12 alignment of mathematics curriculum. This will allow all instructors the opportunity to plan together for the success of students within the district. Students will be given opportunities to continually progress and assess their strengths and weaknesses.

KANE SCHOOL DISTRICT

Project Title: **PLANNING FOR AN EXEMPLARY READING PROGRAM**

Project Director: Shirl W. Spencer

Purpose: Exemplary Reading Planning

Planning for reading program based on sound research and exemplary practices. A master plan will be created using OBE principles consistent with "A Shift in Focus" involving a broad based group of community and education members. The funds will be used to purchase teacher time and pay for an outside consultant to facilitate the planning.

LOGAN SCHOOL DISTRICT

Project Title: **EVALUATION OF THE CROSS-AGE TUTORING PROGRAM**

Project Director: Richard Jensen

Purpose: Evaluation of cross-age tutoring

This project will evaluate the efficiency and effectiveness of the Cross-age Tutoring program in Logan School district. This program was funded through a Productivity grant last year. From the data collected curriculum will be aligned and personnel time expended on behalf of underachieving students will be reduced.

NORTH SANPETE SCHOOL DISTRICT

Project Title: **ASSESSING COST BENEFIT RATIO OF CURRICULUM INTEGRATION PROJECT**

Project Director: Brent Thorne

Purpose: Evaluation of curriculum integration

A Third party evaluator, chosen from RFP, will be contracted to evaluate the effectiveness of the Curriculum Integration project involving 14 teachers who were granted 8 week sabbatical leaves to write and pilot curriculum within the district.

NORTHEASTERN UTAH EDUCATIONAL SERVICES (NUES)

Project Title: **CONSORTIUM FOR STRATEGIC PLANNING IN SCHOOL DISTRICTS**

Project Director: Roger Brown

Purpose: Development of Strategic Planning Consortium

This project will include districts who are desirous of strategic planning and the training of trainers in the strategic planning process within the state. A meeting will be held inviting all those who submitted strategic planning proposals in PEEPS and Productivity 2nd round 1990-91. A consortium will be formed and an action plan formed concerning the planning to be undertaken. Those who have had the Bill Cook training will act as mentors to those participating in the consortium.

OGDEN SCHOOL DISTRICT

Project Title: **A FOLLOW-UP STUDY OF MENTORING IN THE STATE OF UTAH**

Project Director: Sandra Hemmert

Purpose: Evaluation of Mentoring Academy

This project will evaluate the district implementation of Senate Bill 100 and district use of mentors. It will study the effectiveness of the mentor training which has taken place in all forty districts since 1988 funded through a Productivity grant.

PROVO SCHOOL DISTRICT

Project Title: **EVALUATION OF SINGLE TRACK YEAR-ROUND PROGRAM AT JOAQUIN ELEMENTARY**

Project Director: Kathryn Luke

Purpose: Evaluation of single track YRS

This project will evaluate the effectiveness of the single track year-round program at Joaquin Elementary in Provo District and its impact on student academic growth.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **EVALUATION OF SELECTION INSTRUMENTS AND PROCESS OR EXTENDED LEARNING PROGRAM**

Project Director: Gene Sysak

Purpose: Evaluation of extended learning program

This Project will evaluate the process and instruments currently being used for evaluation in the districts' Extended Learning Program (ELP), and evaluation of the process used for selection of students at two of the four major entry points: 4th and 7th grades. This project will assist the district in 1) selecting the right students for the program, 2) avoid the disenfranchisement of groups of students, 3) simplify the process for classroom teachers and ELP teachers.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **PLANNING STUDY FOR DESIGN OF A COMPUTERIZED EVALUATION SYSTEM**

Project Director: Larry Stott

Purpose: Evaluation of student learning via computers

This project will explore and research ways to design an improved means of evaluating student learning using computers by 1) proposing a strategy to shorten the lagtime between classroom evaluation and reporting to parents, 2) designing an improved system of data processing in classroom evaluation, 3) investigating non-traditional strategies of evaluating student progress, 4) designing a more flexible evaluation system.

SALT LAKE CITY SCHOOL DISTRICT

Project Title: **PLANNING FOR CHARTER SCHOOLS**

Project Director: Mary Jean Johnson

Purpose: Evaluation of student learning via computers

This project will lay the foundation for a solid conversion of the Salt City School District from a Site-Based system to a Charter School reality. Outcomes will be 1) role clarification of all parties involved, 2) instigation of risk taking among all parties involved, 3) clarification of goal perceptions. All administrators in the district will participate in this planning with pilot sites selected upon completion.

TINTIC SCHOOL DISTRICT

Project Title: **TECHNOLOGY MASTER PLANNING COMMITTEE**

Project Director: Thomas E. Nedreberg

Purpose: Construct a master plan for technology

Formation of a committee with broad representation from all concerned parties to develop guidelines, strategies, evaluate current practices and technology uses within classrooms. Construct a master plan for the use of the appropriated funds for technology from the legislature for maximum use within Tintic School District. The funds will be used to provide seven days of inservice for the committee to develop the master plan.

WASATCH SCHOOL DISTRICT

Project Title: **EVALUATION OF EFFECTIVE PRACTICE AIMED AT REDUCING THE NUMBER OF STUDENTS AT-RISK FOR SCHOOL FAILURE IN WASATCH CITY SCHOOL DISTRICT**

Project Director: Marilyn D. Baird

Purpose: Evaluation of At-Risk Programs

Countywide effort to assess current practice of all agencies in dealing with At-Risk students. Produce an evaluation document that can lead to a comprehensive, district-wide, community-wide strategic plan for meeting the needs of students in the county. The funds will purchase consultants to provide inservice to committee members, teacher time, substitutes, and actual formatting of the document.

WASATCH SCHOOL DISTRICT

Project Title: **KINDERGARTEN SUCCESS EVALUATION**

Project Director: Marilyn Baird

Purpose: Evaluation of Kindergarten Success

This project will assess the value of of the Kindergarten School concept in Wasatch District. Data will be collected from each of the first through third grades to determine if the Kindergarten program is meeting its expectations. Curricula will be adjusted according to the findings of this evaluation.

THE TECHNOLOGY - INSTRUCTION PROGRAM

THE PAST

Funding for technology and new delivery systems (Technology-Instruction) was created by the 1988 Legislature. The sum of $200,000 was allocated for a competitive grant process available to all Utah school districts.

Technology-Instruction Grant Facts

	87-88	88-89	89-90	90-91
No. of Applications	139	45	74	53
Funded Projects	21	10	11	18
Funds Available	$ 200,000	$ 200,000	$ 200,000	$ 200,000
Funds Requested	$3,770,390	$2,343,887	$1,426,503	$ 927,314

THE PRESENT

Competitive Component:

To receive funding, districts or groups of districts prepared applications which summarized projects that addressed instructional management, curriculum support, and teacher-student-parent feedback systems. The funds were granted to those districts whose applications demonstrated:

- The reduction of non-teaching activities that encumber teachers;
- A significant increase in learning opportunities for students; and
- Processes that will minimize, stabilize, or both, the cost spiral of the current system

Eighteen (18) Technology Instruction projects were funded for FY 90-91 through the Utah State Office of Education. These eighteen projects, representing twelve school districts, were selected from a field of 53 applications submitted from 33 districts representing $927,314 in requests.

Allocation Component:

Districts applied for allocated funds to be used to: 1) Develop a technology master plan, 2) Provide technology inservice for staff or 3) Provide on-site technology assistance for classroom teachers.

Upon approval of each district's application for funding, a base amount of $5,000 plus approximately $1.50 per student based on 1989-90 K-12 and small schools WPU's was distributed to be used for one or more of the following listed purposes:

- **Technology Master Plan**
  The development of a district technology plan, often referred to as an educational technology initiative (E.T.I.) plan, could involve: convening a technology planning committee and/or contracting with an outside consultant to develop the master plan. Expenses associated with this activity could include committee member and consultant stipends, travel, refreshments and printing costs.

- **Technology Inservice for Staff**
  Districts could schedule and implement training for teaching staff in the areas of new and developing education technologies. Another option would be to contract with outside consultants for such training. Expenses incurred in the area may include, but not be restricted to, teacher stipends for extra time spent in inservice, consultant fees, travel, refreshments and inservice training materials. Equipment is not to be purchased unless it can be shown that the equipment is an integral portion of the inservice training experience.

- **Technology Assistance/Support**
  Technology allocation funds may be used for technology staff salaries and fringe benefits for those individuals who have been re-assigned or newly hired to provide on-site technology assistance to teachers in the classroom and/or direct the over-all technology program for the district.

Districts have the choice of utilizing the allocated funding in one, two or all three of these option areas. The following page is a chart which indicates which options were chosen by the individual districts:

TECHNOLOGY - NEW DELIVERY SYSTEMS ALLOCATION FUNDS

PROGRAM OPTION USE BY DISTRICT

DISTRICT	Develop Technology Master Plan	Technology Staff Inservices	Technology Assistance/ Support
ALPINE	X	X	
BEAVER	X	X	
BOX ELDER	X	X	X
CACHE	X	X	X
CARBON	X	X	
DAGGETT	X	X	
DAVIS	X	X	
DUCHESNE	X	X	
EMERY	X	X	
GARFIELD	X	X	
GRAND	X	X	
GRANITE			X
IRON	X	X	
JORDAN	X	X	X
JUAB		X	
KANE	X	X	
LOGAN	X	X	
MILLARD		X	X
MORGAN		X	
MURRAY		X	X
NEBO		X	
NO. SANPETE	X	X	
NO. SUMMIT	X	X	
OGDEN	X	X	X
PARK CITY	X	X	
PIUTE	X	X	
PROVO	X	X	X
RICH	X	X	X
SALT LAKE	X	X	X
SAN JUAN	X	X	
SEVIER	X	X	
SO. SANPETE	X	X	
SO. SUMMIT	X	X	X
TINTIC	X	X	X
TOOELE	X	X	
UINTAH			X
WASATCH	X	X	X
WASHINGTON		X	X
WAYNE	X	X	X
WEBER		X	X

THE FUTURE

With the advent of the Educational Technology Initiative (ETI) funding of $15 million appropriated by the legislature and an additional funding of $800,000 in an allocation component of this initiative, many of the hardware, software, technical assistance, personnel and training needs of the school districts have been met. Consequently current technology instruction applications for competitive funds have been funded based on a research and development emphasis rather than the acquisition of equipment and subsequent training of staff.

The focus for the future use of technology in Utah's classrooms has been described in detail in Educational Technology Study ••• Perspectives on Educational Technology. Utah State Office of Education, September 1987.

The following brief list taken from this publication is an indication of possible focus areas for grant applications:

- Attendance
- Class Scheduling
- Word Processing
- Financial Management System
- Download/Upload files
- Student Information System
- Electronic Mail & Calendaring
- Food Services
- Local Area Network
- Instructional Mgmt System
- Bulletin Board
- Media Center
- Alternative Teaching Configurations
- Interactive Video
- Information Access and Automation
- Simulation in Curricular Areas
- Artificial Intelligence
- Inservice Training to Utilize Technologies Present
- Literacy Curriculum
- Curriculum - Specific, Ability - Orientated Courseware
- Test-Item Banks
- Writing Lab Software
- Classroom Management

For further information regarding the Technology-Instruction Program contact:

Harley Paulson
Project Assistance Services Section
Utah State Office of Education
(801) 538-7826

1990-91 TECHNOLOGY-INSTRUCTION COMPETITIVE GRANT PROGRAM

ABSTRACTS

ALPINE SCHOOL DISTRICT

Project Title: **COMPLETION OF THE VOYAGER MISSION SIMULATOR**

Project Director: Victor Williamson

Purpose: To complete construction of a Voyager Mission Simulator (VMS)

A Space Shuttle Simulator will be constructed which will allow up to ten students to take a simulated space voyage. The "Astronauts" will live, eat, work and sleep in the simulator. Specific curriculum will be developed for the space science experience. A strong teacher inservice unit is part of the program. Schools from all over the state will be able to become part of the center and will be able to use the center as a field trip site and for flights in the VMS.

CACHE SCHOOL DISTRICT

Project Title: **ELECTRONIC REFERENCE LIBRARY - EXTENSIONS OF THE MT. CREST AND SKY VIEW HIGH SCHOOL LIBRARY MEDIA CENTERS**

Project Director: Stephen W. Zsiray

Purpose: To expand the library media program at two high schools via a school-based network to make information accessible through the use of a CD-Rom delivery system.

Skyview and Mt. Crest High Schools will install a Novell network and connect classroom sites for use of CD-Rom technology. A CD-Rom changer will reside in the media center and be accessible to all curricular areas of the school. Staff and student training manuals will be developed and inservice training scheduled in order to maximize the impact of this information technology.

CACHE SCHOOL DISTRICT

Project Title: **COMPUTER-BASED, INTERACTIVE TUTORING**

Project Director: Tom Shuster

Purpose: To develop and implement a model for using interactive computer-based instruction to tutor academically at-risk students in essential mathematics.

Two 15-lesson instructional units based on objectives from the USOE Core Curriculum for mathematics will be developed and field-tested. The first unit will consist of a stand-alone computer-based program to help primary-grade students learn basic numeracy skills (counting, reading, writing numbers, and calculating basic facts). The second unit will consist of computer software to support a videodisc program for teaching intermediate grade students data interpretation skills (reading and constructing tables and graphs). The project is a cooperative effort involving staff form the Edith Bowen Laboratory School, the Cache County School District, and the Center for Information Technology at Utah State University.

DAVIS SCHOOL DISTRICT

Project Title: **TECHNOLOGY INSTRUCTION IN THE BIOLOGICAL SCIENCES FOR AT-RISK AND MILDLY HANDICAPPED STUDENTS - A TWO-YEAR PILOT PROGRAM**

Project Director: Roger F. Martin

Purpose: To develop a biology instructional program using computers and laser disc technology to aid the at-risk student toward success experiences.

This project intends to develop a program based primarily upon computers, science software and the newly emerging laserdisc technology. Instructional materials will be produced using already existing biology software and "data base" laser discs. Special tutorial and self-paced modules will be developed for the at-risk student.

DAVIS SCHOOL DISTRICT

Project Title: **INTERACTIVE LASERDISC LEARNING LAB**

Project Director: Stanley D. Earl

Purpose: To provide laser disc generated lab experiences for an alternative high school setting.

Entry testing of alternative high school students seems to indicate that many of these students are audio and visual learners. This project would seek to prepare science materials to meet these learning needs from available Laser disc software. Special attention will be paid to presenting visual lab experiences to make up for the lack of a science lab.

GRAND SCHOOL DISTRICT

Project Title: **INTERACTIVE VIDEO ENHANCEMENT PROJECT**

Project Director: Diana Messick

Purpose: To train teacher-leaders in the use of the educational applications of laser disk technology in science and math

GRAND SCHOOL DISTRICT

Project Title: **WRITERS AT WORK**

Project Director: Diana Messick

Purpose: In an effort to increase writing, comprehension, and usage skills in 7th and 8th grade Language Arts classrooms, curriculum specific ability-oriented software in the form of Franklin Language Masters will be available for immediate and individualized student access to dictionary, thesaurus, auditory reinforcement, and spelling correction.

This project will field-test the use of a small hand-held computer or Language Master equipped to assist students in language arts or other curricular areas that have writing assignments. Of special importance in this setting will be the auditory reinforcement feature, since there are large populations of Native American, limited English proficiency and mainstreamed special education students.

GRANITE SCHOOL DISTRICT

Project Title: **REVISION OF SPECIAL EDUCATION COMPUTERIZED IEP**

Project Director: Linda H. Dekker

Purpose: To revise and update the present computerized IEP program to reflect current practices in the field

Research over the past years has introduced new practices and service delivery patterns for students in special education. Therefore the computer-generated IEP format must be revised. Input will be generated from a committee representing special education staff, teachers and parents. The new IEP module will be written to function on any one of the current platforms available in school districts such as Apple II GS, MacIntosh and IBM PC computers.

JORDAN SCHOOL DISTRICT

Project Title: **JORDAN SCHOOL DISTRICTS URBAN DISTANCE LEARNING AUDIO SYSTEM**

Project Directors: Ernest J. Bianchi, Barry Newbold, Robert Burt and Ed Crelly

Purpose: To upgrade the audiographic capability of the distance learning system at Bingham High School

An equipment upgrade will be provided by the grant funds to allow a bi-synchronized multi-audio capability for the teaching of foreign language classes via distance learning techniques.

JORDAN SCHOOL DISTRICT

Project Title: **BRIGHTON HIGH SCHOOL SATELLITE RECEIVING STATION**

Project Director: Barry Newbold, John W. Barainca

Purpose: To construct a satellite receiving station to collect data from an experiment designed and constructed by Brighton High School students and faculty.

On January 21, 1990 a satellite built by Weber State College carried into orbit a Brighton High experiment designed to count impacts from small particles in space. This project will fund the construction of a satellite receiving station to

collect data from this experiment. Students will also be able to obtain useful scientific information from other experiments on this satellite and other satellites. Students will be provided with a "hands-on" opportunity to learn the research process and to use technology to enhance their learning in an experimental setting by: learning about satellite operation; using mathematical computation and graphing; operating computer equipment; operating radio equipment; research reporting and documentation; working with the Center of Aerospace Technology at Weber State College and the Zevex Corporation, a local electronics manufacturing company. In addition to serving Brighton, the receiving station will provide an opportunity for students and teachers from other high schools and junior highs to operate the equipment and utilize the data collected.

JUAB SCHOOL DISTRICT

Project Title: **INTEGRATION OF TECHNOLOGY INTO JUAB DISTRICT'S OUTCOMES DRIVEN MODEL**

Project Director: Kirk L. Wright

Purpose: To train district teachers in how to utilize technology in computer assisted classroom management and technology assisted instruction.

This project will fund inservice training for Juab District teachers to become trained in computer assisted classroom management and technology assisted instruction. Special attention will be focused on integrating instructional technology information into the district's Outcome Driven Instruction Process.

LOGAN SCHOOL DISTRICT

Project Title: **CLASSROOM PRESENTATION OF COMPUTER GENERATED CURRICULUM**

Project Director: Herond R. Hoyt

Purpose: To produce Hypercard stacks for life science instruction suitable for liquid crystal display (LCD) overhead projection.

In concert with U.S.U. Instructional Media professionals, a Hypercard stack(s) will be created to provide visual and graphic enhancements to the life science curriculum at Logan High School. Enhancements of CORE concepts will be the focus of the software development with input from other Hypercard stack authors so that the final product would be suitable for use within the trACE system as well as in other district science curriculums.

MORGAN SCHOOL DISTRICT

Project Title: **LASER DISK CONTROL BY STUDENTS**

Project Director: Dale Porter

Purpose: To create Hypercard stacks to control laser disk presentations for specific core curriculum concept presentations

Three elementary, middle school and high school teachers will be trained to create Hypercard stacks which they will use to manage the laser disk in teaching a specific concept in their class. Middle and high school students will subsequently be taught the same skills by their newly trained teachers. The teachers and students will work cooperatively in producing hypercard-driven laser disk lessons.

MURRAY SCHOOL DISTRICT

Project Title: **COMPUTER CONTROLLED RELIEF MAPS**

Project Director: Stanford E. Mackay

Purpose: To provide curricular development and training for teachers and students in the use of a computer controlled relief maps

The Murray School District received a donation of a state-of-the-art computer controlled relief map for use in the social studies area. Grant funds will support the development of curricular materials and teacher training in the use of the system.

NORTH SANPETE SCHOOL DISTRICT

Project Title: **COMPUTERIZED PORTFOLIO**

Project Director: Courtney Syme

Purpose: To examine the feasibility of developing a computerized portfolio system

With the incorporation of higher level thinking in the curriculum, assessment of these student skills has not kept pace with the critical thinking movement. Consequently many districts are considering a portfolio type assessment system. This project will examine the belief that technology may provide a cost effective, efficient way to store such data. The objectives of this project will be to

examine M.S. Dos and MacIntosh scanning software to determine the feasibility and cost effectiveness of electronic portfolios. Compression software will be examined and recommendations will be made. At this point, if the project appears to still be feasible, a portfolio format will be developed and piloted with three teachers inputting sample student work.

NORTH SANPETE SCHOOL DISTRICT

Project Title: **ELECTRONIC TOOL BOX**

Project Director: Avrin Brotherson

Purpose: To design software which will allow teachers immediate access to the materials developed in the curriculum integration project.

Through the development of Hypercard software "an electronic tool box" will be created to assist teachers to intentionally focus on the cognitive and effective areas of the curriculum. This project will be integrated with other phases of the larger multi-faceted curriculum reform project of the district.
Seven access paths will be created: 1.) Student records, 2.) Learning how to learn, 3.) Curriculum, 4.) Generic principles, 5.) Instructional strategies, 6.) Learning principles, 7.) Student outcomes. The various paths will interconnect and support each other. The electronic "tool box" will help teachers easily develop and/or tailor lesson plans and instructional units to address the total learning needs of children in both the cognitive and effective domains.

NORTHEASTERN UTAH EDUCATION SERVICES (NUES)

Project Title: **COOPERATIVE PLANNING FOR TECHNOLOGY**

Project Director: Roger Brown

Purpose: To assist districts with technology planning and inservice

Regional Services Centers (RESC's) will fulfill a facilitating role in the implementation of the new Educational Technology Initiative at the school district level. Grant funds will support the purchase of equipment and software for use in on-going training and inservice activities for RESC technology personnel since they are not benefactors in ETI funding.

NORTHEASTERN UTAH EDUCATIONAL SERVICES (NUES)

Project Title: **OVERCOMING CONFLICTS WITH EDNET MICROWAVE SITE SCHEDULING/PROVIDING IMPROVED ACCESS TO UINTAH BASIN**

Project Director: Roger Brown

This project will provide funds to create a secondary communication link in this region so that educational programming will not be interrupted by administrative needs. Currently, when programs originate from USOE during the day, or when administrators need to communicate, programming to the students is either bumped or travel to the EDNET facility in Price is required. The EDNET system will have an improved signal and more community use of the system will be possible.

PROVO SCHOOL DISTRICT

Project Title: **LOCAL AREA CURRICULUM NETWORK AT FARRER MIDDLE SCHOOL**

Project Director: Tom Carter

Purpose: Link a wide range of instructional technologies together into a local area network at Farrer Middle School

The local area network would make available to each classroom all the existing technologies in the school and create a multi-media "classroom of the future." This plan would merge five platforms, each providing different services to the instructional network. They include:

- UNIX (Dynix library management system)
- MS-DOS:OS/2 (WICAT is converting, Voc. Ed., interactive video, Magazine CD-ROM, Encyclopedia CD-ROM)
- H.P. (Administrative services, CMI/CRT, Home computer link)
- Apple Macintosh (trACE, interactive video)
- Apple II (MECC, interactive video, and other applications)

Making the five platforms transparent will become possible on the Farrer Curriculum Network with the contribution by Novell of its 386 Netware, Version 2, to be released at the end of summer (1990) and the acquisition of a mode 80 IBM or similar server, with various bridges installed to allow the system to communicate disparate information efficiently.

SOUTH SANPETE SCHOOL DISTRICT

Project Title: **EXTENDING BASAL READING PROGRAM**

Project Director: Grant Hansen

Purpose: To integrate computer software into a basal reading program to enrich and remediate elementary students' reading skills.

Individualized enrichment and remediation reading units will be developed using computer software in the areas of science, social students and English.

YEAR-ROUND SCHOOL AND EFFECTIVE FACILITY USE PROGRAM

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"In developing an effective year-round education program the number one priority is to clearly establish a focus on student empowerment. It is simply not a curriculum listed on pages of paper but an attitude, a framework established by teachers, parents, and student to create an atmosphere of involvement, cooperation and purpose."

Stephen Zsiray, Asst. Superintendent
Cache School District, - 1990

YEAR-ROUND SCHOOL AND EFFECTIVE FACILITY USE PROGRAM 1990-91

THE PAST

The 1985 Utah State Legislature created a new grant program named the Year-Round School Incentive Program. This unique incentive program was an outgrowth of the Productivity Studies Program, which included a special category for "scheduling options." The increasing demands on this particular funding category gave rise to the establishment of this special, separate grant program. During its first year of operation (1985-86), this program received a $1,000,000 legislative allocation. These funds were distributed to school districts based on competitive applications under State Board Standards. These Standards allowed local districts to receive up to five planning grants to study various scheduling alternatives. These planning grants were funded up to a maximum of $10,000 per school for a maximum of five schools per district. The program also allowed local districts to receive up to five development grants to help implement whatever scheduling model that was determined to be most appropriate. These development projects were funded up to a maximum of $50,000 per school for a maximum of five schools per district. During the initial year of the program some 60 planning grants and nine development grants were awarded to 20 districts.

The 1986 Legislature made several modifications in the program including a name change. Specifically, the name of the program was expanded to the Year-Round School and Effective Facility Use Program (YRS/EFU) and $1,350,000 was allocated by the legislature to carry out its purposes. However, the Legislature stipulated that no program funds could be expended for out-of-state travel. The State Board Standards retained the original grant categories (planning and development) with the same grant limits. The second year of the program (1986-87) resulted in 48 planning grants and 19 development grants to 18 school districts.

The 1987 Legislature appropriated $1,200,000 to the YRS/EFU Program and the State Board changed the Standards to require that any and all scheduling models resulting for the grant funds must increase school capacity to 120%. This change effectively eliminated state support for either planning or developing single track year-round schools, four-day school weeks and certain other less expansive scheduling models. The State Board Standards also reduced the grant limits to $5,000 for planning grants and $35,000 for development projects. The main reason for these reductions was that the number of grant applications was far exceeding the available funding. The 1987-88 program resulted in 38 planning grants and 30 development grants to 19 districts.

The 1988 Legislature appropriated $1,200,000 to support the YRS/EFU Program and no substantive changes were made in either the law or the State Board Rules. Three rounds of applications under the 1988-89 program resulted in 26 planning grants and 30 development grants to 11 districts.

The 1989 Legislature again appropriated $1,200,000 to support the YRS/EFU Program and no substantive changes were made in the law. However, the State Board Rules were changed to increase the amount of development grants back to the original $50,000 per school up to a maximum of $200,000 per district per year. Two rounds of applications under the 1989-90 program resulted in nine planning grants and 18 development grants to nine school districts.

THE PRESENT

The 1990 Legislature continued to support the YRS/EFU Program with a generous appropriation while making no substantive changes in the law. However, the State Board Rules were changed to include a third grant category. Specifically "improvements" grants of up to $10,000 per year per school were made available and all schools that could document an actual increase in enrollment of 15% or more above the noted capacity of the school were eligible to submit applications.

This unique incentive program continues to have a profound impact on traditional school scheduling patterns in Utah. As of March 1991, 60 elementary schools and four middle schools, and one high school in 11 Utah school districts are operating year-round scheduling patterns. In addition, 32 elementary schools in 7 school districts are operating extended day/modified double session programs. These two scheduling models already involve over 75,000 students and 2,800 teachers with another 5-10 schools preparing to implement one of these two approaches during the 1991-92 school year. Since this program was first established in 1985, 34 of Utah's 40 school districts have participated. Only six, small districts have not participated.

1. The 1990 year-round schools and other effective facility use program grants are developed by local school districts and approved by the State Board of Education. Revised Rules for this program were approved by the State Board of Education. All Utah School Districts were invited to submit applications for funding in three different grant categories:

> A. A planning project geared toward determining the desirability and feasibility of implementing a year-round school or effective facility use program. Planning grants are limited to a maximum of $5,000 per school and a local district cannot receive more than five such grants during the 1990-91 fiscal year.

B. A development project designed to bring the local effort into compliance with the reasons for implementation that were determined in the planning phase. Developmental grants are limited to a maximum of $50,000 per school and a local district cannot receive more than five such grants during the 1990-91 fiscal year.

C. An improvement project focused on enhancing the ongoing operation of a year-round school or other effective facility use model that has achieved at least a 15% increase in enrollment over the rated capacity of the school. Improvement grants are limited to a maximum of $10,000 per school for all qualified schools.

2. Nine districts responded to the first request for applications. These applications requested a total of $344,046 for six planning grants, one development grant and 26 improvement grants. The USOE Finance Committee approved seven planning projects and 26 improvement projects at their June 5, 1990 meeting.

3. A second round of applications was solicited during the fall of 1990. This solicitation resulted in applications for six planning projects, one development project and 20 improvement projects involving 22 schools. The total requested funding in this 2nd round was $279,145. This second round of applications was approved by the Utah State Office of Education's Finance Committee. As enrollment pressures continue to mount, it is anticipated that an additional schools and school districts will be exploring and implementing a variety of different approaches to rescheduling the school year, week or day to accommodate more students without increasing the amount of available school space. The Year-Round School and Effective Facility Use Program is an essential tool in helping school districts undertake appropriate planning, development and improvement activities toward this end.

4. A third round of applications was solicited in March of 1991. At the time of this writing, the result of this third round of applications was not yet known.

THE FUTURE

Although the annual student growth rate in Utah is gradually slowing, it is still the second fastest such growth rate in the nation. During the past seven years, Utah has been able to cope with its unusual growth rate by rescheduling the schools, instead of building more schools. This has resulted in the saving of as much as 60 million dollars worth of school facilities with additional savings

being realized each year. It is projected that the near future will see ever-increasing numbers of elementary schools adopt these new scheduling models for both educational and financial reasons. However, the biggest change is likely to occur at the secondary school level as middle schools and high schools begin to move to alternative schedules, particularly year-round configurations.

For further information regarding the Year-Round School And Effective Facility Use Program contact:

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YEAR-ROUND SCHOOL AND EFFECTIVE FACILITY USE PROGRAM

ABSTRACTS

The following are abstracts of the district projects funded under round two of the Year-Round School and Effective Facility Use Program for FY 90-91.

ALPINE SCHOOL DISTRICT

Purpose: To undertake year-round school improvement activities at Northridge Elementary School and effective facility use planning activities at Meadow Elementary School and Orem Junior High School. The improvement activities at Northridge involve upgrading a computerized management and instruction system and the planning activities at Meadows Elementary and Orem Junior High include inservice training, surveys, travel to model sites, and data analysis.

CACHE SCHOOL DISTRICT

Purpose: To undertake year-round school improvement activities at North Cache, Spring Creek and South Cache Middle schools. The activities include the conduct of a joint evaluation; the refinement of the citizenship program; the development of an intersession program, tutorial program,staff morale program and the conduct of teacher inservice training related to cross track classes and cross grade classes.

DAVIS SCHOOL DISTRICT

Purpose: To undertake year-round education planning activities for Mountain High School; year-round school improvement activities at East Layton and Lincoln Elementary Schools: and, year-round school development activities at Layton Elementary School and the Davis Learning Center. These various planning, development and improvement activities include teacher inservice, the installation of computerized record-keeping, travel to model sites, stipends for teaching assistants and other professional services, surveys and evaluation.

GRAND SCHOOL DISTRICT

Purpose: To undertake year-round education planning activities at the District level. Specifically this planning grant is geared toward the conduct of a feasibility study for year-round education in a rural setting. Activities to be conducted with this grant involve public awareness/orientation, literature review, site visits, community survey, community meetings and a retreat for the Board of Education.

GRANITE SCHOOL DISTRICT

Purpose: To undertake year-round school improvement activities at Bacchus and Beehive Elementary schools. The activities include the provision of teacher inservice training in the areas of Precision Teaching, Peer Tutoring, Direct Instruction, Computerized Data Collection and Homework Help. These improvement projects also involve the acquisition of IBM hardware to implement the GPA management system in both schools.

JORDAN SCHOOL DISTRICT

Purpose: To undertake year-round education planning activities for Quail Hollow and Granite Elementary schools as well as the Alta, Bingham and West Jordan High School feeder systems. In addition, year-round school improvement activities will be carried out at Oquirrh, Park Lane, Sunrise Mountain Shadows, and West Jordan Elementary schools. The activities range from teacher inservice in a variety of topics, to the acquisition or upgrading of various equipment items including copy machines, storage cabinets, overhead projectors and computers.

NEBO SCHOOL DISTRICT

Purpose: To undertake extended day school improvement activities at Brookside and Taylor Elementary schools. The activities include the provision of teacher inservice, the acquisition of non-consumable supplies and equipment, travel for training, as well as special hardware and software for record-keeping and communications between home and school.

PROVO SCHOOL DISTRICT

Purpose: To undertake year-round school development activities at Canyon Crest Elementary School. The activities include the provision of teacher and parent inservice training as well as the acquisition of various supply and equipment items including movable filing cabinets, student tote trays, storage cabinets and library computer terminals.

SEVIER SCHOOL DISTRICT

Purpose: To undertake extended day school improvement activities at Salina Elementary school. The activities include the provision of teacher inservice, special professional services, instructional equipment, record-keeping software and travel related to training.

WASHINGTON SCHOOL DISTRICT

Purpose: To undertake year-round school improvement activities at East, West, Santa Clara and Sunset Elementary schools. Specifically, these four year-round schools are acquiring and installing networked student management systems with at least one computer station for each grade level in each school.

WEBER SCHOOL DISTRICT

Purpose: To undertake extended day school improvement activities at Midland and Country View Elementary schools. The activities include the provision of teacher inservice training related to the management of large class sizes and Cooperative Learning; the acquisition of additional storage cabinets and tote trays; and needed instructional items for the large specialty classes (music, physical education, art and science) in each school.

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